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ABSTRACT

This volume is the technical appendixes to the evaluation study (ED 142 795) of the Career Intern Program (CIP), a program effort to help urban youth get a basic education and further training or a paying job. These appendixes include descriptions of the evaluation design, study sample, statistical treatment of the data, and measures used, including commercially available standardized tests and instruments developed by the authors for the study; thirty tables showing raw scores and frequency distributions on pre- and posttests (academic achievement personal-social growth, and Super Career Development Inventory) for both experimental and control groups; fifteen tables showing analysis of covariance results; and some methodological notes on measures, including preconditions for change and biases. Attached to this volume are some of the standardized tests used, four instruments developed by the authors for data collection (CIP Intern Interview, CIP Parent Interview, CIP Graduate Intern Questionnaire, and Employer Questionnaire: Graduate Intern Follow-up), field guides for interviews conducted during the study, and a report comparing the cost of CIP to the costs of a high school program in Philadelphia. (EM)

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NIE Papers in Education and Work: Number Seven

THE CAREER INTERN PROGRAM: FINAL REPORT

VOLUME II: TECHNICAL APPENDICES

By

Richard A. Gibboney Associates, Inc.

Blue Bell, Pennsylvania

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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May, 1977

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Joseph A. Califano, Jr., Secretary
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Emerson Elliott, Acting Director
Education and Work Group
Corinne H. Rieder, Associate Director

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6. Paid Educational Leave: A Practical Way To Relate Work and Education and An Effective Way To Implement Life Long Learning, by Herbert Levine, Director of the Labor Education Center, Rutgers University.

7. The Career Intern Program: Final Report (two volumes: Vol. I, An Experiment In Career Education That Worked; Vol. II, Technical Appendices).

8. Influences Affecting Women's Participation in Mathematics (Available summer, 1977.)

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TABLE OF CONTENTS

INTRODUCTION 1

DESIGN 3

ETHNOGRAPHIC STUDIES 5

DATA TABLES AND ANALYSIS 9

MEASURES. 11

TESTS 11

QUESTIONNAIRES. 15

RAW SCORE AND PERCENT FREQUENCY DISTRIBUTIONS POOLED EXPERIMENTAL AND CONTROL 19

ACADEMIC ACHIEVEMENT 20

PERSONAL - SOCIAL GROWTH 32

SUPER CAREER DEVELOPMENT INVENTORY 49

ANALYSIS OF COVARIANCE. 57

SOME METHOLOGICAL NOTES 73

EXHIBIT I: Career Development Inventory. 81
II: Self-Esteem Inventory 97
III: Internal-External Control Scale 101
IV: CIP Intern Interview. 105
V: CIP Parent Interview. 117
VI: CIP Graduate Intern Questionnaire 129
VII: Employer Questionnaire: Graduate Intern Follow-up 143
VIII: Field Guides for Ethnographic Evaluation 149

PRICE WATERHOUSE & COMPANY COST REPORT. 166

INTRODUCTION

This document contains the technical appendices to "The Career Intern Program: An Experiment in Career Education that Worked," Volume I and II. Those appendices include a description of the evaluation design and study sample, the statistical treatment of the data, and copies of data gathering instruments not commercially available.

The following questions were addressed by the summative evaluation:

Do students admitted to the CIP show significantly greater gains in cognitive skills than students who were not admitted to CIP?

Do students admitted to CIP show significantly greater gains in academic achievement than students who were not admitted to CIP?

Do students admitted to the CIP show significantly greater gains in vocational adjustment than students who were not admitted to CIP?

Do students admitted to the CIP show significantly greater gains in self-image than students who were not admitted to CIP?

Do students admitted to the CIP show significantly greater gains in career selection strategies and realism of career choice than students not admitted to CIP?

Do students admitted into the CIP show significantly greater gains in long-term career development than students not admitted to CIP?

In what other ways do students change as CIP interns?

What is it like to be a CIP intern and how are interns similar to or different from students in feeder high schools?

What happens to students after they leave CIP and how much of this is an effect of CIP?

The appendix also addresses some methodological issues and some rival hypotheses concerning interpretation of the findings as evidence of the effectiveness of the Career Intern Program.

The tables, extensive as they are, are only the tip of a mountain of computer print-outs and analyses. These print-outs and the computer tapes and code books containing the raw data coded in compliance with the Privacy Act, are available for secondary analyses through the National Institute of Education.

DESIGN

Design Summary

The evaluation proceeded through two stages, formative and summative, over four cohorts. The overall design is summarized in the figure below. While the actual data collection spanned 21 months for the four cohorts, the analysis was done using an ANCOVA model that treated each cohort and each data collection as equivalent. The E_3/CO_3 cohort was not included since the comparison group (CO) was felt to be too unlike either the interns or controls. A 2x3 analysis was done treating group (CIP, control) and cohort (February, May, February) as factors, the pretest scores (O_1) as the covariate while the post-test (O_3) serves as the dependent variable.

Selection Procedures

A selection procedure was developed, using a lottery process to determine which students were to be admitted to the program and which ones were not. The lottery process controls for the possible bias which might be present if students who volunteered for the program were compared with students who did not. The students chosen by lottery to enter the Career Intern Program constituted the experimental group; those not admitted, the control.

The lottery was held for applicants who had completed interviews, taken achievement and attitude tests, and otherwise finished the required pre-enrollment procedures. No applicant knew whether she or he would be in the experimental or control group at the time the entry-level data were collected. Applicants who did not complete the pre-enrollment procedures were not included in the lottery. The experimental nature of the program and the use of the lottery were explained to all applicants and their parents during the pre-enrollment process.

Students were enrolled (and control groups formed) at three times during the period covered in this report: February 1974, May 1974, and February 1975.

DESIGN SUMMARY

Group	1974 Feb	Apr	Jun	Aug	Oct	Dec	1975 Feb	Apr	Jun	Aug	Oct
E1	O_1		O_2				O_3				
C1	O_1		O_2				O_3		O_3		
E2			O_1		O_2				O_3		
C2			O_1		O_2					O_3	
E3					O_1 O_2				O_3		
CO3					O_1				O_2		O_3
E4							O_1		O_2		O_3
C4							O_1				

10

11

Interviews: Throughout the summative evaluation effort, two field evaluators conducted a schedule of interviews with samples selected from the experimental, control and comparison groups. The interview data were intended to help interpret test and questionnaire findings as they provided answers to summative questions 1-6 and to provide the bulk of the data for answering summative questions 7-9. A field guide was prepared for each interview to insure the proper focus of the interview and to avoid leaving certain areas of potential interest overlooked. (These field guides are appended to this report.) Interviewers were allowed wide latitude to permit subjects to express themselves fully. Interviewers were encouraged to follow-up interesting leads that had not been anticipated beforehand.

Interviews were conducted informally and the interviewers were allowed plenty of time to establish good, easy rapport with the subjects. This was accomplished by having the field evaluators spend a lot of time at the program site either doing observations of classes and other activities or just hanging out. Both field evaluators had had extensive training and experience in this type of activity.

The interviews were recorded on tape and were transcribed verbatim. The transcripts were filed under dossiers for each subject. At the same time, the ethnographers kept field notes containing their observations of the interview situation and other pertinent information.

Before each interview the field evaluators went over the records of the subject and any preceding interview data to provide a background for the interview and to pick up on leads for the interview.

Sampling Procedure for Ethnographic Study Interviewees. The 105 original E_4 interns admitted were stratified according to sex and reading scores. A sample of 12 were randomly selected from this pool.

For the comparison sample, the 87 students who had taken at least two of the tests (O_1, O_2 or O_3), administered by the evaluators were stratified by sex and reading score. The sample of 12 was randomly selected from this population.

The control sample of 12 interviewees was randomly selected from the 23 who had taken at least two of the tests (O_1, O_2 or O_3).

The follow-up sample consisted of 12 selected from the 31 who had taken all three tests O_1, O_2 and O_3. This sample was chosen to represent proportionally the graduates from Cohorts E_1, E_2 and E_3.

The representative samples for the ethnographic study were chosen from each of the three groups defined by the experimental design. These samples, twelve each from the experimental (intern), control[1] and comparison groups, were chosen randomly from cells defined by applying the appropriate blocking variables of sex, dropout/non-dropout status at the time of application and length of time in the CIP or the control group. This procedure insured that the sample chosen for each group was representative. Only data collected from these samples is cited as illustrative in the analyses.

Interviews with Experimental Group. A sample of 16 interns were chosen to be interviewed at various points in their progression through the program. (While data gathering was concentrated upon interns entering the stablized program, four members of this sample were pre E_4 group were expected to finish during the period of the Summative Evaluation.) The interviews provided part of the basis for constructing case studies on these interns. These case studies were descriptions of their experience in the CIP. We were not as interested in collecting personal histories as we were in documenting how typical interns experienced the program. Accordingly, most of the interviews dealt with various aspects of their CIP experiences and related outside activities. Three interviews of one to two hours duration were conducted with each of the interns who continued in the program. Four of the original E_4 sample dropped out before the interview schedule was completed. Insofar as possible, follow-up interviews were conducted with them to determine why they left and what effect their truncated experiences had on their post-CIP lives.

The three interviews were scheduled to coincide with important change points in the interns' programs. The first, February 1975, came soon after the beginning of the first semester in the program for the E_4 cohort. The second, April and May 1975, came soon after the mid-term grades were in and decisions had been made about the passing or failing status of interns. The last set was conducted in October 1975, soon after the beginning of the new academic year.

Control Group Interviews. A total of eight control subjects were interviewed to see how their lives compared with those of interns. Where possible, their employers if any were also interviewed.

Comparison Group Interviews. A sample of 12 comparison students were interviewed in February-March 1975 and again in October-November 1975. There were enough similarities between the feeder schools and CIP to talk about the same topics as with interns, i.e. how they were doing in school, who they interacted with, how they felt about teaching and counseling services and their attitudes toward the school. (See appended field guide for more details.)

[1] Due to problems in locating subjects and scheduling interviews only eight of the 12 controls were interviewed twice as originally planned.

In addition to questioning them directly, the comparison students were observed in class, their teachers were interviewed and their records were perused by the field evaluators.

Follow-up Interviews. A sample of 12 graduates were interviewed in August 1975 to ascertain what they were doing and how they saw their program experiences as affecting their lives. (See appended field guide for more details.) In preparation for the interviews, their school records were reviewed and, when possible, their employers were contacted.

A field guide was prepared for each interview and was used by the interviewers to make sure all of the issues being investigated were broached. These guides contained information gleaned in the previous interviews and information on the interns' progress in the program as well as a list of topics to be approached and discussed by the interviewer and the intern. They did not contain a list of specific questions. After each interview, which was recorded, a transcript was typed and the information contained in it was coded and filed.

These files constituted a mnemonic for ordering the insights the investigators were gaining about the program. Ethnographic data are the insights researchers have formed in the course of their research, in talking to program personnel and in observing their varied behaviors. In order to flesh out the analysis and to give some indication of the nature of the data base, illustrations taken from interviews and informal discussions with program participants are interspersed in the text. These illustrations should not be construed as constituting the ethnographic data themselves.

Observations. Many of the data for this report were collected through program observations by the field evaluators. During the course of the evaluation, each class was visited at least twice for its entire duration. An evaluator attended workshops, staff meetings, disposition conferences and graduations. In addition the evaluators hung out in the lunch room and hallways between classes talking with interns and dropped in regularly to chat with administrators, instructors and counselors.

Observations were written up regularly, filed, reviewed and discussed by both field evaluators throughout the evaluation. In the case of both interview and observational data, informants were assured of strict confidentiality.

DATA TABLES AND ANALYSES

Frequency Distributions

The pretest and post-test frequency distributions for all the scales including the two derived scales appear as Tables A.1 to A.30. These are only for interns and controls for whom both pre and post data were available.

The number of valid observations at the end of the treatment period was far lower than the number in the original group. The approximate number of usable observations for the three groups of true experimental and control youth is shown in the second column of the table below. (The E_3/CO_3 cohort is omitted). The reader is cautioned that only approximate numbers are given. The actual number of usable data points varied from scale to scale.

Group	Number Usable	
	Pretest	Pre-Post
Experimental 1	97	14
Control 1	29	8
Experimental 2	32	7
Control 2	32	21
Experimental 4	105	63
Control 4	80	35
Experimental Total	234	84
Control Total	141	64
TOTAL	375	148

Analysis

The data were examined carefully at the end of the formative period to determine the nature of the distributions and to describe the sample.[1] A number of analysis strategies were considered for their sensativity to detect the kinds of outcomes that were anticipated and for the data to meet the assumptions associated with these various strategies. Among the strategies considered were analysis of covariance, analysis of variance, t-test and trend analysis. The model that was finally selected was analysis of covariance using the post-test score as the criterian with the pretest score used as the covariate.

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[1]See The Career Intern Program: Preliminary Results of an Experiment in Career Education, Volume 2, Technical Appendix, The National Institute of Education, Washington, D. C., June 1975.

A number of designs were considered including a 4 x 2 design comparing experimental groups with control or comparison groups across the four intake cohorts. This was rejected because of the noncomparability of the Germantown High School comparison group (CO_3) with the rest of the groups. A second strategy that was considered was to do a one-way analysis pooling all experimental data and comparing that with the pooled data from the control subjects. This was rejected on the basis of the differences in the outcomes and the changes in the program that were observed over the term of the project. Any differences across the four cohorts and any differences in the outcomes for the groups would be lost if the data were pooled in this way. Another strategy that was considered and rejected was a one-way analysis using only the data from the experimental and control groups in the fourth cohort, E_4 and C_4. This was rejected on the basis of the changes for the better that were observed in the program. The effects of these changes would be lost to the analysis using this strategy.

After several lengthy consultations with Dr. Andy Porter the model that was selected was a 3 x 2 comparison that compared the three experimental and control groups across the three cohorts for which there was true random selection, E_1-C_1, E_2-C_2 and E_4-C_4.

MEASURES

Summative data were collected through tests, questionnaires, and ethnographic studies. The tests included standardized instruments available commercially and published instruments available from authors. The tests are described below, along with the sources for commercially available measures. Samples of the instruments available from authors are attached.

TESTS

1. Cognitive Skills: Standard Progressive Matrices (SPM), by J. C. Raven. Published by H. K. Lewis and Company, Ltd. London. Distributed in the United States by the Psychological Corporation, 304 East 45th Street, New York, New York 10017.

The SPM measures non-verbal reasoning using pictorial design as stimuli. The SPM has been used in numerous studies involving cross-cultural comparisons. These studies establish the usefulness of the instrument and its applicability to minority cultures. In the review of the SPM in CSE Secondary School Test Evaluation this instrument was given the maximum rating for theoretical construct validity. The major criticism of the SPM is that it is not well standardized and was not standardized in this country. In light of the studies in this country using the instrument, however, ample normative data are available from sources other than the developer. Previous experience with applicants to CIP has shown that this instrument is well received by the population, possibly because it does not look so much like a test as a series of puzzles. Analysis of previously collected data show that the SPM correlates with academic achievement. It may have an added usefulness as an adjunct to diagnostic testing and/or to predicting differential effects of the program. The SPM is administered untimed so that it is unaffected by interuptions. The typical working time is 30-45 minutes.

2. Academic Achievement: Standard Achievement Tests (SAT), Advanced Battery, by Richard Madden et al. Published by Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

The SAT Reading Comprehension and Mathematics Applications scales are used to measure academic achievement. These two scales long enough to be reliable, .94 and .91 respectively. Developers have assured that the norming group included a proportional representation of minority persons throughout the country. It is administered under timed conditions, which works against

some applicants if the time demanded exceeds their concentration span. The instrument is long and academic looking, which combine to elicit some resistance from program applicants. Nevertheless, previous experience has shown that the SAT is accepted by the applicants as a worthwhile task and that they work carefully to complete it. It is appropriate for the range of abilities in this population. The reading test are also used as the admission criterion (grade equivalent equal to 5.0 minus one standard error); and the instrument is used to identify interns who need remedial instruction in reading and mathematics. The overall administration time for the SAT is 45 minutes, with 35 minutes devoted to the test itself.

The next three instruments are reviewed in A Source-book for Mental Health Measures, by Andrew L. Comrey, Thomas E. Backer, and Edward M. Glaser, published by the Human Interaction Research Institute, 10889 Wilshire Boulevard, Los Angeles, California 90024. The descriptions from that document are presented below, along with comments about its use in the present study.

3. Vocational Adjustment: Career Development Inventory (CDI), Form I, by Donald E. Super, Teachers College, Columbia University, New York, New York 10027. 1972.

> "The Career Development Inventory (CDI) is an objective, multifactor, self-administering, paper and pencil inventory measuring the vocational maturity of adolescent boys and girls. This instrument yields three scores. Two of them are attitudinal and one of them is cognitive, plus a total score. The scales are 1) Planning Orientation (33 items); 2) Resources for Exploration (28 items); and 3) Information and Decision-Making (30 items). These three scales were obtained from the factor analysis of 13 original scales. The questions were written so they would be appropriate for both boys and girls. The degree of reading difficulty of the CDI makes its usage appropriate at and above the sixth grade level. Its vocabulary and content make it acceptable to junior and senior high school students in any grade. For the average student, the CDI takes no more than a half-hour to complete. All students should easily complete the CDI within 50 minutes. The CDI does not measure aptitude, school achievement, or occupational skill and competence. The CDI seeks to assess career or vocational development. It may be used for both group and individual counseling or for evaluating career or vocational development. It may be used for both group and individual counseling or for evaluating career or vocational development. The test-retest reliabilities for each of the three tests are .85, .82, and .71; for the total the reliability coefficient is reported to be .87. Research by the authors suggests some validity for all three scales. A copy of the instrument, preliminary manual, and additional information are available from the first author."

The CDI is given without time limits, so nothing is lost if subjects take a break while completing it. Experience with this instrument has shown that in its current form it is confusing to complete because of question format and page layout. Also, the scoring procedure does not yield as much usable data as possible. Changes in item and page format can make this instrument much easier for the respondent without changing the content or any of the items. Minor revisions in the scoring will increase the yield from the instrument. A further, more serious weakness of the instrument may be the inappropriateness of some items on the Information and Decision-Making Scale. The CDI currently requires 30 minutes to an hour for most applicants to complete.

4. Self-Image: Self-Esteem Inventory (S-EI), by Stanley Coopersmith, Psychology Department, University of California, Davis, California 95616. 1968.

> "The Self-Esteem Inventory is an instrument designed to assess general level of self-esteem. The instrument has been used on both male and female subjects ranging in age from nine to adult level. There are two forms of the self-esteem inventory. Form A contains 48 items and a total of five subscales; Form B contains 25 items and no subscales. The two forms correlate .86. Form A contains items comprising five subscales which cycle in sequence the length of the instrument. These scales are "General-self," "Social self-peers," "Home-parents," "School-academic," and a lie scale. A sample item is: "I'm a lot of fun to be with." The respondent is asked to check one of two columns ("like me." or "unlike me") which best describes how he usually feels. The instrument is scored by taking the total number correct (i.e., indicating high self-esteem) on all scales excluding the lie scale, and multiplying by two to obtain a total maximum possible of 100. The lie scale is scored separately (maximum of 8) and indicates defensiveness. Form B includes those 25 items from Form A which show the highest item total score relationship of scores on Form A obtained from an item analysis. The short form is scored simply by totaling correct responses (maximum=25). The instrument is self-administering. Norms are reported for preadolescents (ages 9 to 15) as 70.1 for females and 72.2 for males. For young adults (16 to 23) the norm is reported as 72.0. The distribution in most samples is skewed in the direction of high self-esteem. Validity data and further discussion of the application of the instrument to research are

available in the author's monograph, The Antecedents of self-esteem. Freeman: San Francisco, 1968. A copy of the instrument and a 15-page bibliography of self-esteem studies are available from the author."

Experience with this instrument indicates this population responds well with no overt resistance or objections. The S-EI is administered untimed, so it is not affected by interruptions. The typical time for most applicants to complete the instrument is 10 to 20 minutes.

5. Perceived Ability to Influence Further Events: Internal-Esternal Scale (I-ES). by Julian B. Rotter, Department of Psychology, University of Connecticut, Storrs, Connecticut 06268. (See Julian B. Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement, "Psychological Monographs 80, No. 609, 1966.)

"The Internal-External (I-E) Scale is designed to dertermine the degree to which the respondent expects that reward reinforcement is dependent or independent of his own behavior. This is accomplished by examining whether the individual believes control over reinforcement to be internally or externally located. The scale consists of 29 forced choice items, each item presenting two conflicting statements from which the subject can choose. Some sample items are: 'In the long run people get the respect they deserve in this world" versus "Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries'; 'No matter how hard you try some people just don't like you' versus 'People who can't get others to like them don't understand how to get along with others'; 'The average citizen can have an influence in government decisions' versus 'This world is run by the few people in power, and there is not much the little guy can do about it.' The scale is scored by counting the total number of external choices selected. A high score indicates an expectancy of external control, and a low score an expectancy of internal control. Relevant material concerning the scale's validity and reliability may be found in the source document, Tolor, A., and Jalowiec, J. E., Body, boundary, parental attitudes, and internal-external expectancy. Journal of Consulting and Clinical Psychology, 1968, 32, 206-209, found a relationship between parental authoritarian control and rejection factors and external expectancy. The scale was also used in Tolor, A., Brannigan, G. G., and Murphy, V. M., Psychological distance, future time perspective, and internal-external expectancy, Journal of Projective Techniques and Personality Assessment, 1970, 34, 283-294. A copy of the instrument is available from

Dr. Alexander Tolor, Director, Institute for Human Development, Fairfield University, Fairfield, CT 06430.

As interns learn more about careers, career selection, and means of career entry, they should develop greater belief in their ability to influence future events. Experience with the I-ES has shown that the population served by the CIP is willing to respond to this type of instrument and to this instrument specifically, but that some of the items, especially the non-scored ones, cause frustration and resistance. These should be reworded to reduce ambiguity and increase responsiveness and cooperation.

In using this instrument in our population and in reviewing the literature, it has become increasingly clear that the construct of internality-externality is not as simple as had been hoped. It is unclear if this instrument measures an invariant personality characteristic of the respondent or an attitudinal variable that is amenable to change. This instrument is untimed so that breaks or interruptions will not interfere with the data gathering. The administration time is about 15 to 25 minutes.

Copies of the Career Development Inventory, the Self-Esteem Inventory, and the Internal-External Scale may be found in Exhibits 1, 2, and 3.

QUESTIONNAIRES

Five data collection instruments were developed for use with this study. The first was the CIP Intern Interview form, to be completed for all applicants at the time of their initial interview for admission to the program. Before admission, a parent or guardian of each minor applicant was asked to come in for an interview, to be recorded on the CIP Parent Interview form. These two instruments appear as Exhibits 4 and 5. The information about what former interns were doing, as well as information about the plans of interns graduating from CIP in August 1974, was gathered using two variations of basically the same instrument. These appear as Exhibits 6 and 7. Employer reactions to employees who were CIP graduates were gathered from the Employer Questionnaire: Graduate Interns-Follow-up. This appears as Exhibit 8.

Demographic data were collected through interviews at the time of application to the program and through a follow-up investigation which involved mailing questionnaires to graduates, other program levels and controls and then telephoning those who either failed to respond or whose answers were incomplete. Data were collected on approximately 200 graduates and 85 controls in the follow-up study.

The psychometric data are based on results of several tests which were administred at the time of application to the CIP by interns and controls and at other points as post-tests. The specific times for the post-tests are noted in the test wherever a test measure or its outcomes are first discussed. The tests used in the evaluation were: Career Development Inventory, Self-Esteem Inventory, Standard Progressive Matrices, Stanford Achievement Test Reading Comprehension, and Stanford Achievement Test Mathematics Applications.

Each of these tests was also administred to the comparison students as pre-test and all except the SAT mathematics applications were given as post-tests.

The N's for the tests are noted for each data set in the text of the analysis. The total numbers tested for each group here approximately as follows: control group 60, experimental group 80, and comparison group 30.

Correction for Guessing

The analyses that follow represent the statistical treatment of the data collected for the cognitive and affective, rather than interview data. The reader will note that two more variable have been added. They are Reading Achievement, Corrected for Guessing and Mathematics Achievement Corrected for Guessing.

It was noted that about half of the people in the control group who completed the timed academic achievement tests responded to all items. This was unusual since only one person in the control group completed all items when they took the pretest as part of the intake process. An examination of the response pattern and number of correct items indicated that many of the people in the control group were completing the items by pattern responses on the answer sheet rather than by solving the problems and choosing their answer from among the distractors.

A correction for guessing was applied to the academic achievement scores to generate a new variable. The correction factor that was selected is: corrected score = number right - (number wrong ÷ (number of choices - 1). This factor was selected because it sets the chance score equal to zero. The frequency distributions given for Corrected Reading and Corrected Mathematics have been adjusted by setting mean and variance equal to the mean and variance of the pretest distribution. In this way the scores from this derived scale can be compared to the original frequency distributions.

The effect of applying the correction for guessing to the Reading Test is to heighten the statistical reliability of the adjusted post-test differences in favor of the CIP intern group. Indeed, with the correction for guessing applied, the post-test scores of the controls decrease relative to the pre-test scores while the post-test scores of interns increase.

With regard to the mathematics test, there were no differences in the reliability of the differences in favor of CIP as a result of the correction for guessing.

Number of Items Completed on the Reading Achievement Test for Group 4

Number of Items Completed	Pre-Test E_4	Pre-Test C_4	Post-Test E_4	Post-Test C_4
less than 20	0	0	0	2
20 - 24	0	0	1	0
25 - 29	0	0	2	0
30 - 34	1	4	0	0
35 - 39	9	3	4	3
40 - 44	9	7	8	1
45 - 49	12	12	11	3
50 - 54	10	2	8	4
55 - 59	4	4	9	1
60 - 64	5	0	1	3
65 - 69	3	1	8	1
60 - 74+	9	3	12	16
N=	62	37	64	32

How Categories Were Established for each Test

The raw score cut-off points were established by centering the "Average" category on the total mean of the pre-distribution. The ranges of the categories were calculated as some multiple of the standard deviation. In some instances not all categories are equal because of rounding.

The categories for the Career Development Inventory were based on the norm distributions supplied by Super et al.

RAW SCORE AND PERCENT

FREQUENCY DISTRIBUTION

POOLED EXPERIMENTAL

AND CONTROLS

Academic Achievement

- Standard Progressive Matrics
- Stanford Reading Achievement Test
- Stanford Mathematics Achievement Test

Category Range Tables - Academic

Measure	Category	Range
Non-Verbal Reasoning	Very Low	0-16
	Low	17-25
	Below Average	26-34
	Average	35-43
	Above Average	44-52
	High	53-60

TABLE A.1

STANDARD PREGRESSIVE MATRICES SCORE
DISTRIBUTIONS ON PRE- and POST-TESTS FOR CIP INTERNS

SCORE	PRE-TESTS			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Precent	Cumulative Percent
12-14	2	2.4	2.4	-	-	-
15-17	2	2.4	4.9	2	2.4	2.4
18-20	3	3.7	8.5	-	-	2.4
21-23	-	-	8.5	4	4.9	7.3
24-26	4	4.9	13.4	-	-	7.3
27-29	1	1.2	14.6	4	4.9	12.2
30-32	10	12.2	26.8	6	7.3	19.5
33-35	10	12.2	39.0	6	7.3	26.8
36-38	6	7.3	46.3	8	9.8	36.6
39-41	23	28.0	74.4	16	19.5	56.1
42-44	8	9.8	84.1	8	9.8	65.9
45-47	5	6.1	90.2	10	12.2	78.0
48-50	3	3.7	93.9	9	11.0	89.0
51-53	3	3.7	97.6	5	6.1	95.1
54-56	2	2.4	100.0	3	3.7	98.8
57-59	-	-	100.0	1	1.2	100.0
Totals	82	100.1	100.0	82	100.3	100.0

Mean = 36.9 S.D. - 8.9 Median = 38.8 Mean = 40.0 S.D. = 9.0 Median = 40.9

Possible Score Range = 0-60

TABLE A.2

STANDARD PROGRESSIVE MATRICES SCORE
DISTRIBUTIONS ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	PRE-TESTS			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
12-14	-	-	-	1	1.9	1.9
15-17	-	-	-	1	1.9	3.8
18-20	-	-	-	-	-	3.8
21-23	-	-	-	-	-	3.8
24-26	3	5.8	5.8	2	3.8	7.7
27-29	3	5.8	11.5	1	1.9	9.6
30-32	3	5.8	17.3	7	13.5	23.1
33-35	7	13.5	30.8	6	11.5	34.6
36-38	6	11.5	42.3	8	15.4	50.0
39-41	11	21.2	63.5	6	11.5	61.5
42-44	5	9.6	73.1	9	17.3	78.8
45-47	6	11.5	84.6	3	5.8	84.6
48-50	6	11.5	96.2	2	3.8	88.5
51-53	2	3.8	100.0	4	7.7	96.2
54-56	-	-	100.0	2	3.8	100.0
Totals	52	100.0	100.0	52	99.8	100.0

Mean = 39.3 S.D. = 7.2 Median = 40.2 Mean = 38.7 S.D. = 8.8 Median = 38.5

Possible Score Range = 0-60

TABLE A.3

READING ACHIEVEMENT SCORE DISTRIBUTIONS ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	GRADE EQUIVALENT	PRE-TEST			POST-TEST		
		Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
< 20	< 4.4	-	-	-	5	5.7	5.7
20 - 22	4.4 - 4.9	14	15.9	15.9	8	9.1	14.8
23 - 27	5.0 - 5.9	20	22.7	38.6	11	12.5	27.3
28 - 32	6.0 - 6.9	17	19.3	58.0	11	12.5	39.8
33 - 38	7.0 - 7.9	13	14.8	72.7	16	18.2	58.0
39 - 43	8.0 - 8.9	10	11.4	84.1	11	12.5	70.5
44 - 46	9.0 - 9.9	1	1.1	85.2	2	2.3	72.7
47 - 51	10.0 -10.9	3	3.4	88.6	9	10.2	83.0
52 - 59	11.0 -11.9	6	6.8	95.5	11	12.5	95.5
60 - 74	12.0 -12.9	4	4.5	100.0	4	4.5	100.0
Totals		88	99.9	100.0	88	100.0	100.0

Mean = 33.8 S.D. = 12.2 Median = 30.5 G.E. = 6.5

Mean = 37.1 S.D. = 13.3 Median = 36.1 G.E.= 7.7 G.E= 7 6

Possible Score Range = 0-74

TABLE A.4

READING ACHIEVEMENT SCORE DISTRIBUTIONS
ON PRE AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	GRADE EQUIVALENT	PRE-TEST			POST-TEST		
		Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
◄ 20	◄ 4.4	-	-	-	11	20.0	20.0
20-22	4.4- 4.9	9	16.4	16.4	4	7.3	27.3
23-27	5.0- 5.9	15	27.3	43.6	4	7.3	34.5
28-32	6.0- 6.9	5	9.1	52.7	11	20.0	54.5
33-38	7.0- 7.9	9	16.4	69.1	8	14.5	69.1
39-43	8.0- 8.9	7	12.7	81.8	4	7.3	76.4
44-46	9.0- 9.9	2	3.6	85.5	2	3.6	80.0
47-51	10.0-10.9	5	9.1	94.5	3	5.5	85.5
52-59	11.0-11.9	1	1.8	96.4	4	7.3	92.7
60-74	12.0-12.9	2	3.6	100.0	4	7.3	100.0
Totals		55	100.0	100.0	55	100.1	100.0

Mean = 33.0 S.D. = 11.2 Median = 31.1 Mean = 33.5 S.D.= 14.3 Median = 30.6
G.E. = 7.1 G.E.= 7.1

Possible Score Range = 0-74

TABLE A. 5

MATHEMATIC ACHIEVEMENT SCORE DISTRIBUTIONS
ON PRE AND POST-TESTS FOR CIP INTERNS

SCORE	GRADE EQUIVALENT	PRE-TEST			POST-TEST		
		Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
< 6	< 3.0	-	-	-	-	-	-
6- 8	3.0- 3.9	3	3.5	3.5	4	4.7	4.7
9-10	4.0- 4.9	3	3.5	7.0	2	2.3	7.0
11-12	5.0- 5.9	10	11.6	18.6	5	5.8	12.8
13-17	6.0- 6.9	18	20.9	39.5	17	19.8	32.6
18-21	7.0- 7.9	20	23.3	62.8	21	24.4	57.0
22-25	8.0- 8.9	20	23.3	86.0	16	18.6	75.6
26-28	9.0- 9.9	5	5.8	91.9	13	15.1	90.7
29-31	10.0-10.9	3	3.5	95.3	4	4.7	95.3
32-33	11.0-11.9	2	2.3	97.7	1	1.2	96.5
34	12.0-12.9	-	-	97.7	1	1.2	97.7
> 34	> 12.9	2	2.3	100.0	2	2.3	100.0
Totals		86	100.0	100.0	86	100.1	100.0

Mean = 19.1 S.D. = 6.7 Median = 19.2
G.E. = 7.2

Mean = 20.5 S.D. = 6.8 Median = 20.3
G.E.= 7.6

Possible Score Range = 0 - 40

TABLE A. 6

MATHEMATICS ACHIEVEMENT SCORE DISTRIBUTIONS ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	GRADE EQUIVALENT	PRE-TEST			POST-TEST		
		Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
< 6	< 3.0	-	-	-	2	3.7	3.7
6 - 8	3.0 - 3.9	4	7.4	7.4	3	5.6	9.3
9 -10	4.0 - 4.9	6	11.1	18.5	5	9.3	18.5
11 -12	5.0 - 5.9	2	3.7	22.2	6	11.1	29.6
13 -17	6.0 - 6.9	16	29.6	51.9	12	22.2	51.9
18 -21	7.0 - 7.9	9	16.7	68.5	10	18.5	70.4
22 -25	8.0 - 8.9	6	11.1	79.6	7	13.0	83.3
26 -28	9.0 - 9.9	6	11.1	90.7	5	9.3	92.6
29 -31	10.0 -10.9	2	3.7	94.4	3	5.6	98.1
32 -33	11.0 -11.9	2	3.7	98.1	1	1.9	100.0
34	12.0 -12.9	-	-	98.1	-	-	100.0
> 34	> 12.9	1	1.9	100.0	-	-	100.0
Totals		54	100.0	100.0	54	100.2	100.0

Mean = 18.2 S.D. = 7.4 Median = 17.3
G.E. = 7.1 G.E. = 6.9

Mean = 17.2 S.D. = 7.1 Median = 17.0
G.E. = 6.8

Possible Score Range = 0-40

TABLE A.7

READING ACHIEVENT SCORE DISTRIBUTIONS CORRECTED FOR GUESSING
ON PRE AND POST-TESTS FOR CIP INTERNS

SCORE	GRADE EQUIVALENT	PRE-TEST			POST-TEST		
		Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
≤ 8.3	≤ 3.0	1	1.1	1.1	5	5.7	5.7
8.3-11.5	3.0-3.9	3	3.4	4.5	-	-	5.7
11.6-16.5	4.0-4.9	13	14.8	19.3	9	10.2	15.9
16.6-21.9	5.0-5.9	16	18.2	37.5	14	15.9	31.8
22.0-27.2	6.0-6.9	14	15.9	53.4	11	12.5	44.3
27.3-33.4	7.0-7.9	15	17.0	70.5	16	18.2	62.5
33.5-39.1	8.0-8.9	10	11.4	81.8	8	9.1	71.6
39.2-42.7	9.0-9.9	3	3.4	85.2	5	5.7	77.3
42.8-47.6	10.0-10.9	5	5.7	90.9	10	11.4	88.6
47.7-56.4	11.0-11.9	4	4.5	95.5	6	6.8	95.5
56.5-71.7	12.0-12.8	4	4.5	100.0	4	4.5	100.0
Totals		88	99.9	100.0	88	100.0	100.0
		Mean = 28.5	S.D. = 13.5	Median = 26.4	Mean = 30.6	S.D. = 14.8	Median = 28.5

TABLE A.8

READING ACHIEVEMENT SCORE DISTRIBUTIONS CORRECTED FOR GUESSING ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	GRADE EQUIVALENT	PRE-TEST			POST-TEST		
		Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
< 8.3	< 3.0	-	-	-	8	14.5	14.5
8.3 - 11.5	3.0 - 3.9	1	1.8	1.8	6	10.9	25.5
11.6 - 16.5	4.0 - 4.9	6	10.9	12.7	7	12.7	38.2
16.6 - 21.9	5.0 - 5.9	15	27.3	40.0	8	14.5	52.7
22.0 - 27.2	6.0 - 6.9	6	10.9	50.9	5	9.1	61.8
27.3 - 33.4	7.0 - 7.9	8	14.5	65.5	4	7.3	69.1
33.5 - 39.1	8.0 - 8.9	11	20.0	85.5	4	7.3	76.4
39.2 - 42.7	9.0 - 9.9	3	5.5	90.9	3	5.5	81.8
42.8 - 47.6	10.0 -10.9	1	1.8	92.7	1	1.8	83.6
47.7 - 56.4	11.0 -11.9	3	5.5	98.2	7	12.7	96.4
56.5 - 71.7	12.0 -12.8	1	1.8	100.0	2	3.6	100.0
Totals		55	100.0	100.0	55	99.9	100.0
		Mean = 28.4	S.D. = 11.9	Median = 26.5	Mean = 24.5	S.D. = 17.6	Median = 21.5

TABLE A. 9

MATHEMATICS ACHIEVEMENT SCORE DISTRIBUTIONS CORRECTED FOR GUESSING ON PRE-AND POST-TESTS FOR CIP INTERNS

SCORE	GRADE EQUIVALENT	PRE-TEST			POST-TEST		
		Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
< .2	< 3.0	2	2.3	2.3	3	3.5	3.5
.2 - 2.3	3.0 - 3.9	2	2.3	4.7	-	-	3.5
2.4 - 4.5	4.0 - 4.9	4	4.7	9.3	2	2.3	5.8
4.6 - 7.5	5.0 - 5.9	13	15.1	24.4	10	11.6	17.4
7.6 -12.5	6.0 - 6.9	17	19.8	44.2	17	19.8	37.2
12.6 -17.1	7.0 - 7.9	16	18.6	62.8	17	19.8	57.0
17.2 -21.2	8.0 - 8.9	17	19.8	82.6	9	10.5	67.4
21.3 -24.8	9.0 - 9.9	7	8.1	90.7	14	16.3	83.7
24.9 -28.1	10.0 -10.9	2	2.3	93.0	9	10.5	94.2
28.2 -30.0	11.0 -11.9	2	2.3	95.3	1	1.2	95.3
30.1 -30.8	12.0 -12.9	-	-	95.3	1	1.2	96.5
> 30.8	> 12.9	4	4.7	100.0	3	3.5	100.0
Totals		86	100.0	100.0	86	100. 2	100.0

Mean = 14.4 S.D. = 8.1 Median = 14.0 Mean = 16.0 S.D.=8.2 Median = 15.1

TABLE A.10

MATHEMATICS ACHIEVEMENT SCORE DISTRIBUTIONS CORRECTED FOR GUESSING ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	GRADE EQUIVALENT	PRE-TEST			POST-TEST		
		Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
< .2	< 3.0	3	5.6	5.6	4	7.4	7.4
.2 - 2.3	3.0 - 3.9	4	7.4	13.0	5	9.3	16.7
2.4 - 4.5	4.0 - 4.9	4	7.4	20.4	4	7.4	24.1
4.6 - 7.5	5.0 - 5.9	3	5.6	25.9	8	14.8	38.9
7.6 -12.5	6.0 - 6.9	15	27.8	53.7	9	16.7	55.6
12.6 -17.1	7.0 - 7.9	7	13.0	66.7	7	13.0	68.5
17.2 -21.2	8.0 - 8.9	4	7.4	74.1	3	5.6	74.1
21.3 -24.8	9.0 - 9.9	6	11.1	85.2	8	14.8	88.9
24.9 -28.1	10.0 -10.9	5	9.2	94.4	4	7.4	96.3
28.2 -30.0	11.0 -11.9	-	-	94.4	1	1.9	98.1
30.1 -30.8	12.0 -12.9	2	3.7	98.1	-	-	98.1
> -30.8	> 12.9	1	1.9	100.0	1	1.9	100.0
Totals		54	100.1	100.0	54	100.2	100.0
		Mean = 13.6	S.D. = 9.1	Median = 12.5	Mean = 12.3	S.D. = 9.0	Median = 12.0

Personal - Social Growth

- Coopersmith Self-Esteem Inventory
- Rotter Internality-Externality Scale

Category Range Tables - Self Image

Measure	Category	Range
General Self Esteem	Very Low	8-13
	Low	14-17
	Average	18-21
	High	22-25
	Very High	26
Feelings toward Friends	Very negative	0-3
	Negative	4-5
	Positive	6-7
	Very Positive	8
Feelings About Family	Very Negative	0-1
	Negative	2-4
	Positive	5-6
	Very Positive	7-8
Feelings About Themselves as Students	Very Negative	0-3
	Negative	4-5
	Positive	6-7
	Very Positive	8

TABLE A.11

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
2- 3	-	-	-	-	-	-
4- 5	-	-	-	-	-	-
6- 7	-	-	-	-	-	-
8- 9	1	1.2	1.2	-	-	-
10-11	-	-	1.2	1	1.2	1.2
12-13	4	4.7	5.8	1	1.2	2.3
14-15	11	12.8	18.6	2	2.3	4.7
16-17	13	15.1	33.7	5	5.8	10.5
18-19	19	22.1	55.8	13	15.1	25.6
20-21	17	19.8	75.6	13	15.1	40.7
22-23	12	14.0	89.5	29	33.7	74.4
24-25	6	7.0	96.5	17	19.8	94.2
26	3	3.5	100.0	5	5.8	100.0
Totals	86	100.2	100.0	86	100.0	100.0
	Mean = 19.0	S.D. = 3.4	Median = 19.1	Mean = 21.4	S.D. = 3.1	Median = 22.1

Possible Score Range = 0-26

TABLE A.12

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR THE CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
8- 9	1	1.5	1.5	1	1.5	1.5
10-11	4	6.0	7.6	-	-	1.5
12-13	2	3.0	10.6	1	1.5	3.0
14-15	5	7.6	18.2	2	3.0	6.1
16-17	7	10.6	28.8	5	7.6	13.6
18-19	11	16.7	45.5	13	19.7	33.3
20-21	18	27.3	72.7	16	24.2	57.6
22-23	13	19.7	92.4	12	18.2	75.8
24-25	5	7.6	100.0	14	21.2	97.0
26	-	-	100.0	2	3.0	100.0
Totals	66	100.0	100.0	66	99.9	100.0
	Mean = 19.0	S.D. = 3.8	Median = 19.8	Mean = 20.7	S.D. = 3.3	Median = 21.0

Possible Score Range = 0-26

TABLE A.13

SELF-ESTEEM INVENTORY
SOCIAL-PEER SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	1	1.2	1.2	3	3.5	3.5
5	12	14.0	15.1	5	5.8	9.3
6	19	22.1	37.2	17	19.8	29.1
7	25	29.1	66.3	20	23.3	52.3
8	29	33.7	100.0	41	47.7	100.0
Totals	86	100.1	100.0	86	100.1	100.0
	Mean - 6.8	S.D. = 1.1	Median = 6.9	Mean = 7.1	S.D. = 1.1	Median = 7.4

Possible Score Range = 0-8

TABLE A. 14

SELF-ESTEEM INVENTORY
SOCIAL -PEER SELF-ESTEEM SCORE DISTRIBUTION
ON PRE- AND POST-TESTS FOR THE CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	-	-	-
1	1	1.5	1.5	-	-	-
2	-	-	1.5	-	-	-
3	-	-	1.5	-	-	-
4	5	7.6	9.1	3	4.5	4.5
5	2	3.0	12.1	-	-	4.5
6	14	21.2	33.3	14	21.2	25.8
7	29	43.9	77.3	27	40.9	66.7
8	15	22.7	100.0	22	33.3	100.0
Totals	66	99.9	100.0	66	99.9	100.0

Mean = 6.6 S.D. = 1.3 Median = 6.9 Mean = 7.0 S.D. = 1.0 Median = 7.1

Possible Score Range = 0-8

TABLE A.15

SELF-ESTEEM INVENTORY
HOME PARENT SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	1	1.2	1.2
1	7	8.1	8.1	3	3.5	4.7
2	6	7.0	15.1	3	3.5	8.1
3	11	12.8	27.9	6	7.0	15.1
4	8	9.3	37.2	18	20.9	36.0
5	15	17.4	54.7	11	12.8	48.8
6	13	15.1	69.8	11	12.8	61.6
7	16	18.6	88.4	21	24.4	86.0
8	10	11.6	100.0	12	14.0	100.0
Totals	86	99.9	100.0	86	100.1	100.0

Mean = 5.0 S.D. = 2.1 Median = 5.2 Mean = 5.4 S.D. = 2.0 Median = 5.6

Possible Score Range = 0.8

TABLE A.16

SELF-ESTEEM INVENTORY
HOME-PARENT SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR THE CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	1	1.5	1.5
1	3	4.5	4.5	2	3.0	4.5
2	7	10.6	15.2	5	7.6	12.1
3	7	10.6	25.8	6	9.1	21.2
4	9	13.6	39.4	6	9.1	30.3
5	9	13.6	53.0	9	13.6	43.9
6	17	25.8	78.8	10	15.2	59.1
7	11	16.7	95.5	11	16.7	75.8
8	3	4.5	100.0	16	24.2	100.0
Totals	66	99.9	100.0	66	100.0	100.0
	Mean = 4.9	S.D. = 1.9	Median = 5.3	Mean = 5.5	S.D. = 2.2	Median = 5.9

Possible Score Range = 0-8

TABLE A.17

SELF-ESTEEM INVENTORY
ACADEMIC SCHOOL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	1	1.2	1.2	-	-	-
1	5	5.8	7.0	2	2.3	2.3
2	10	11.6	18.6	7	8.1	10.5
3	14	16.3	34.9	9	10.5	20.9
4	21	24.4	59.3	9	10.5	31.4
5	15	17.4	76.7	14	16.3	47.7
6	14	16.3	93.0	18	20.9	68.6
7	5	5.8	98.8	12	14.0	82.6
8	1	1.2	100.0	15	17.4	100.0
Totals	86	100.0	100.0	86	100.0	100.0
	Mean = 4.1	S.D. = 1.7	Median = 2.9	Mean = 5.4	S.D. = 2.0	Median = 5.6

Possible Score Range = 0-8

TABLE A.18

SELF-ESTEEM INVENTORY
ACADEMIC SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR THE CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	1	1.5	1.5	-	-	-
1	3	4.5	6.1	1	1.5	1.5
2	10	15.2	21.2	4	6.1	7.6
3	20	30.3	51.5	9	13.6	21.2
4	12	18.2	69.7	13	19.7	40.9
5	11	16.7	86.4	9	13.6	54.5
6	3	4.5	90.9	12	18.2	72.7
7	6	9.1	100.0	13	19.7	92.4
8	-	-	100.0	5	7.6	100.0
Totals	66	100.0	100.0	66	100.0	100.0

Mean = 3.7 S.D = 1.6 Median = 3.5

Mean = 5.1 S. D. = 1.8 Median = 5.2

Possible Score Range = 0.8

TABLE A. 19

SELF-ESTEEM INVENTORY TOTAL SELF-ESTEEM SCORE DISTRIBUTIONS ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
11 - 14	-	-	-	-	-	-
15 - 18	-	-	-	1	1.2	1.2
19 - 22	1	1.2	1.2	-	-	1.2
23 - 26	6	7.0	8.1	1	1.2	2.3
27 - 30	13	15.1	23.3	5	5.8	8.1
31 - 34	18	20.9	44.2	13	15.1	23.3
35 - 38	26	30.2	74.4	15	17.4	40.7
39 - 42	12	14.0	88.4	20	23.3	64.0
43 - 46	8	9.3	97.7	23	26.7	90.7
47 - 50	2	2.3	100.0	8	9.3	100.0
Totals	86	100.0	100.0	86	100.0	100.0
	Mean = 34.8	S. D. = 6.2	Median = 35.1	Mean = 39.2	S.D. = 6.2	Median = 40.2

Possible Score Range = 0 - 50

TABLE A.20

SELF-ESTEEM INVENTORY TOTAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP CONTROL GROUPS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
11 - 14	1	1.5	1.5	1	1.5	1.5
15 - 18	1	1.5	3.0	-		
19 - 22	3	4.5	7.6	-		
23 - 26	3	4.5	12.1	1	1.5	3.0
27 - 30	7	10.6	22.7	2	3.0	6.1
31 - 34	10	15.2	37.9	15	22.7	28.8
35 - 38	24	36.4	74.2	14	21.2	50.0
39 - 42	13	19.7	93.9	13	19.7	69.7
43 - 46	4	6.1	100.0	16	24.2	93.9
47 - 50	-	-	100.0	4	6.1	100.0
Totals	66	100.0	100.0	66	99.9	100.0
	Mean = 34.2	S.D. = 6.5	Median = 35.6	Mean = 38.3	S.D. = 6.4	Median = 38.5

Possible Score Range = 0 - 50

TABLE A.21

SELF-ESTEEM INVENTORY
OPENESS SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	2	2.3	2.3	1	1.2	1.2
1	-	-	2.3	1	1.2	2.3
2	3	3.5	5.8	4	4.7	7.0
3	6	7.0	12.8	9	10.5	17.4
4	12	14.0	26.7	13	15.1	32.6
5	15	17.4	44.2	15	17.4	50.0
6	23	26.7	70.9	12	14.0	64.0
7	18	20.9	91.9	17	19.8	83.7
8	7	8.1	100.0	14	16.3	100.0
Totals	86	99.9	100.0	86	100.2	100.0
	Mean = 5.3	S.D. = 1.7	Median = 5.7	Mean = 5.4	S.D. = 1.9	Median = 5.5

Possible Score Range = 0-8

TABLE A.22

SELF-ESTEEM INVENTORY
OPENNESS SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR THE CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	2	3.0	3.0	1	1.5	1.5
1	2	3.0	6.1	2	3.0	4.5
2	3	4.5	10.6	5	7.6	12.1
3	7	10.6	21.2	2	3.0	15.2
4	12	18.2	39.4	12	18.2	33.3
5	7	10.6	50.0	8	12.1	45.5
6	7	10.6	60.6	12	18.2	63.6
7	14	21.2	81.8	14	21.2	84.8
8	12	18.2	100.0	10	15.2	100.0
Totals	66	99.9	100.0	66	100.0	100.0

Mean = 5.3 S.D. = 2.2 Median = 5.5 Mean = 5.4 S.D. = 2.0 Median = 5.8

Possible Score Range = 0-8

TABLE A.23

INTERNAL-EXTERNAL SCORE
DISTRIBUTIONS ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TESTS			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
1	-	-	-	1	1.2	1.2
2	-	-	-	1	1.2	2.4
3	-	-	-	1	1.2	3.6
4	-	-	-	2	2.4	6.0
5	1	1.2	1.2	5	6.0	11.9
6	1	1.2	2.4	5	6.0	17.9
7	6	7.1	9.5	7	8.3	26.2
8	10	11.9	21.4	9	10.7	36.9
9	11	13.1	34.5	17	20.2	57.1
10	9	10.7	45.2	5	6.0	63.1
11	16	19.0	64.3	7	8.3	71.4
12	7	8.3	72.6	13	15.5	86.9
13	8	9.5	82.1	4	4.8	91.7
14	9	10.7	92.9	1	1.2	92.9
15	6	7.1	100.0	2	2.4	95.2
16	-	-	100.0	-	-	95.2
17	-	-	100.0	1	1.2	96.4
18	-	-	100.0	3	3.6	100.0
Totals	84	99.8	100.0	84	100.2	100.0
	Mean = 10.7	S.D. = 2.5	Median = 10.8	Mean = 9.4	S.D. = 3.4	Median = 9.1

Possible Score Range = 0-30

TABLE A.24

INTERNAL-EXTERNAL SCORE
DISTRIBUTIONS ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	1	1.6	1.6	1	1.6	1.6
5	1	1.6	3.2	4	6.3	7.9
6	3	4.8	7.9	4	6.3	14.3
7	3	4.8	12.7	5	7.9	22.2
8	5	7.9	20.6	2	3.2	25.4
9	4	6.3	27.0	7	11.1	36.5
10	7	11.1	38.1	11	17.5	54.0
11	7	11.1	49.2	7	11.1	65.1
12	10	15.9	65.1	8	12.7	77.8
13	9	14.3	79.4	7	11.1	88.9
14	3	4.8	84.1	3	4.8	93.7
15	7	11.1	95.2	2	3.2	96.8
16	2	3.2	98.4	1	1.6	98.4
17	-	-	98.4	1	1.6	100.0
18	-	-	98.4	-	-	100.0
19	1	1.6	100.0	-	-	100.0
Totals	63	100.1	100.0	63	100.0	100.0
	Mean = 11.2	S.D. = 3.0	Median = 11.6	Mean = 10.2	S.D. = 3.0	Median = 10.3

Possible Score Range = 0-30

SUPER CAREER DEVELOPMENT INVENTORY

Category Range Tables - Career Development

Measure	Category	Range
Ability to Plan for a Career	Very High	45-59
	Low	60-74
	Below Average	75-89
	Average	90-104
	Above Average	105-119
	High	120-134
	Very High	135-150
Use of Resources for Career Exploration	Very Low	86-124
	Low	125-169
	Below Average	170-214
	Average	215-259
	Above Average	260-304
	High	305-349
	Very High	350-429
Career Information	Very Low	1-6
	Low	7-10
	Below Average	11-14
	Average	15-14
	Above Average	19-22
	High	23-26
	Very High	27-30

TABLE A.25

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
40- 44	1	1.2	1.2	-	-	-
45- 49	2	2.4	3.6	-	-	-
50- 54	1	1.2	4.8	-	-	-
55- 59	1	1.2	6.0	-	-	-
60- 64	2	2.4	8.3	-	-	-
65- 69	2	2.4	10.7	1	1.2	1.2
70- 74	3	3.6	14.3	1	1.2	2.4
75- 79	6	7.1	21.4	-	-	2.4
80- 84	2	2.4	23.8	3	3.6	6.0
85- 89	8	9.5	33.3	2	2.4	8.3
90- 94	9	10.7	44.0	1	1.2	9.5
95- 99	8	9.5	53.6	2	2.4	11.9
100-104	11	13.1	66.7	8	9.5	21.4
105-109	6	7.1	73.8	4	4.8	26.2
110-114	6	7.1	81.0	5	6.0	32.1
115-119	4	4.8	85.7	8	9.5	41.7
120-124	4	4.8	90.5	8	9.5	51.2
125-129	3	3.6	94.0	9	10.7	61.9
130-134	-	-	94.0	5	6.0	67.9
135-139	4	4.8	98.8	8	9.5	77.4
140-144	-	-	98.8	4	4.8	82.1
145-149	-	-	98.8	5	6.0	88.1
150-154	-	-	98.8	6	7.1	95.2
155-159	1	1.2	100.0	2	2.4	97.6
160-165	-	-	100.0	2	2.4	100.0
Totals	84	100.1	100.0	84	100.2	100.0

Mean = 96.9 S.D. = 22.1 Median = 96.5 Mean = 122.9 S.D. = 21.5 Median = 124.4

Possible Score Range = 33-165: 33 Items

TABLE A.26

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
40- 44	-	-	-	-	-	-
45- 49	-	-	-	-	-	-
50- 54	-	-	-	-	-	-
55- 59	-	-	-	-	-	-
60- 64	1	1.6	1.6	1	1.6	1.6
65- 69	1	1.6	3.1	1	1.6	3.1
70- 74	3	4.7	7.8	1	1.6	4.7
75- 79	4	6.3	14.1	3	4.7	9.4
80- 84	6	9.4	23.4	1	1.6	10.9
85- 89	5	7.8	31.3	5	7.8	18.8
90- 94	13	20.3	51.6	8	12.5	31.3
95- 99	5	7.8	59.4	3	4.7	35.9
100-104	5	7.8	67.2	5	7.8	43.8
105-109	4	6.3	73.4	5	7.8	51.6
110-114	10	15.6	89.1	6	9.4	60.9
115-119	2	3.1	92.2	7	10.9	71.9
120-124	2	3.1	95.3	4	6.3	78.1
125-129	-	-	95.3	4	6.3	84.4
130-134	1	1.6	96.9	4	6.3	90.6
135-139	1	1.6	98.4	1	1.6	92.2
140-144	1	1.6	100.0	2	3.1	95.3
145-149	-	-	100.0	1	1.6	96.9
150-154	-	-	100.0	1	1.6	98.4
155-159	-	-	100.0	1	1.6	100.0
Totals	64	100.2	100.0	64	100.4	100.0

Mean = 96.8 S.D. = 16.6 Median = 94.2 Mean = 108.2 S.D. 20.8 Median = 108.5

Possible Score Range = 33-165: 83 Items

TABLE A.27

CAREER DEVELOPMENT INVENTORY
RESOURCES FOR EXPLORATION SCORE DISTRIBUTIONS
ON PRE- POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
125-139	2	2.4	2.4	-	-	-
140-154	-	-	2.4	-	-	-
155-169	2	2.4	4.8	2	2.4	2.4
170-184	1	1.2	6.0	2	2.4	4.8
185-199	6	7.1	13.1	1	1.2	6.0
200-214	8	9.5	22.6	3	3.6	9.5
215-229	10	11.9	34.5	1	1.2	10.7
230-244	6	7.1	41.7	6	7.1	17.9
245-259	11	13.1	54.8	6	7.1	25.0
260-274	6	7.1	61.9	7	8.3	33.3
275-289	11	13.1	75.0	8	9.5	42.9
290-304	3	3.6	78.6	8	9.5	52.4
305-319	8	9.5	88.1	5	6.0	58.3
320-334	6	7.1	95.2	6	7.1	65.5
335-349	1	1.2	96.4	14	16.7	82.1
350-364	1	1.2	97.6	4	4.8	86.9
365-378	-	-	97.6	6	7.1	94.0
380-394	1	1.2	98.8	2	2.4	96.4
395-409	-	-	98.9	2	2.4	98.8
410-424	1	1.2	100.0	1	1.2	100.0
Totals	84	99.9	100.0	84	100.0	100.0

Mean = 256.8 S.D. = 54.0 Median = 255.5 Mean = 298.9 S.D. = 58.1 Median = 300.5

Possible Score Range = 86-430: 28 Items

TABLE A.28

CAREER DEVELOPMENT INVENTORY
RESOURCES FOR EXPLORATION SCORE DISTRIBUTIONS
FOR PRE- AND POST-TEST FOR THE CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
125-139	-	-	-	1	1.6	1.6
140-144	-	-	-	-	-	1.6
155-169	-	-	-	3	4.7	6.3
170-184	1	1.6	1.6	-	-	6.3
185-199	4	6.3	7.8	3	4.7	10.9
200-214	11	17.2	25.0	3	4.7	15.6
215-229	6	9.4	34.4	7	10.9	26.6
230-244	7	10.9	45.3	5	7.8	34.4
245-259	9	14.1	59.4	10	15.6	50.0
260-274	8	12.5	71.9	9	14.1	64.1
275-289	6	9.4	81.3	6	9.4	73.4
290-304	3	4.7	85.9	4	6.3	79.7
305-319	5	7.8	93.8	3	4.7	84.4
320-334	3	4.7	98.4	5	7.8	92.2
335-349	-	-	98.4	1	1.6	93.8
350-364	-	-	98.4	2	3.2	96.9
365-379	-	-	98.4	1	1.6	98.4
380-394	1	1.6	100.0	1	1.6	100.0
Totals	64	100.2	100.0	64	100.3	100.0

Mean = 252.3 S.D. = 42.6 Median = 250.0 Mean = 261.3 S.D. = 53.9 Median = 259.5

Possible Score Range = 86-430: 28 Items

TABLE A.29

CAREER DEVELOPMENT INVENTORY
INFORMATION AND DECISION-MAKING-SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TESTS			POST-TESTS		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
3- 4	4	4.5	4.5	-	-	-
5- 6	3	3.4	8.0	3	3.4	3.4
7- 8	7	8.0	15.9	2	2.3	5.7
9-10	10	11.4	27.3	7	8.0	13.6
11-12	16	18.2	45.5	10	11.4	25.0
13-14	17	19.3	64.8	10	11.4	36.4
15-16	11	12.5	77.3	12	13.6	50.0
17-18	8	9.1	86.4	13	14.8	64.8
19-20	7	8.0	94.3	13	14.8	79.5
21-22	4	4.5	98.9	7	8.0	87.5
23-24	1	1.1	100.0	3	3.4	90.9
25-26	-	-	100.0	5	5.7	96.6
27-28	-	-	100.0	2	2.3	98.9
29-30	-	-	100.0	1	1.1	100.0
Totals	88	100.0	100.0	88	100.2	100.0

Mean 13.1 S.D. = 4.6 Median = 13.1 Mean = 16.4 S.D. = 5.3 Median = 16.5

Possible Score Range = 0 - 30: 30 Items

TABLE A.30

CAREER DEVELOPMENT INVENTORY
INFORMATION AND DECISION-MAKING SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR THE CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TESTS		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
1- 2	1	1.5	1.5	-	-	-
3- 4	-	-	1.5	2	3.0	3.0
5- 6	6	9.1	10.6	-	-	3.0
7- 8	4	6.1	16.7	4	6.1	9.1
9-10	9	13.6	30.3	13	19.7	28.8
11-12	14	21.2	51.5	9	13.6	42.4
13-14	9	13.6	65.2	8	12.1	54.5
15-16	10	15.2	80.3	10	15.2	69.7
17-18	7	10.6	90.9	10	15.2	84.8
19-20	3	4.5	95.5	5	7.6	92.4
21-22	2	3.0	98.5	4	6.0	98.5
23-24	1	1.5	100.0	1	1.5	100.0
Totals	66	99.9	100.0	66	100.0	100.0

Mean = 12.7 S.D. = 4.5 Median = 12.2 Mean = 13.8 S.D. = 4.5 Median = 14.0

Possible Score Range 0 - 30; 30 Items

ANALYSES OF COVERIANCE

TABLE B.1

ANALYSIS OF COVARIANCE
FOR THE STANDARD PROGRESSIVE MATRICES SCORES
WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pretest (Covariate)	5,156.384	1	5,156.384	131.106	<.001
Group	283.126	1	283.126	7.248	<.001
Cohort	79.920	2	39.960	1.016	
Group x Cohort	25.471	2	12.736	.324	
Explained	5,598.587	6	933.098	23.725	<.001
Residual	4,994.906	127	39.330		
Total	10,593.493	133	79.650		
Regression	229.299	5	45.860	1.174	>.25
Residual	4,765.607	122	39.062		

TABLE B.2

ANALYSIS OF COVARIANCE
FOR THE READING ACHIEVEMENT SCORES
WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pretest (Covariate)	17,599.083	1	17,599.083	255.340	$<.001$
Group	247.552	1	247.552	3.591	
Cohort	277.719	2	138.860	2.015	
Group x Cohort	71.124	2	35.562	.516	
Explained	17,545.617	6	2,924.270	442.428	$<.001$
Residual	9,373.628	136	68.924		
Total	26,919.245	142			
Regression	376.418	5	75.284	1.096	$>.25$
Residual	8,997.209	131	68.681		

TABLE B.3

ANALYSIS OF COVARIANCE
FOR THE MATHEMATICS ACHIEVEMENT SCORES
WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pre-test Covariate	4,138.664	1	4,138.664	218.951	< .001
Group	226.023	1	226.023	11.957	< .001
Cohort	31.293	2	15.646	.828	
Group x Cohort	72.565	2	36.282	1.919	
Explained	4,448.689	6	741.448	39.225	< .001
Residual	2,513.997	133	18.902		
Total	6,962.686	139	50.091		
Regression	173.517	5	34.703	1.898	> .10
Residual	2,340.480	128	18.285		

TABLE B.4

ANALYSIS OF COVARIANCE
FOR THE READING ACHIEVEMENT CORRECTED FOR GUESSING SCORES
WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pre-test Covariate	21,283.275	1	21,283.275	198.598	< .001
Group	1,023.523	1	1,023.523	9.551	< .01
Cohort	170.054	2	85.027	.793	
Group x Cohort	104.153	2	52.076	.486	
Explained	22,639.421	6	3,773.237	35.209	< .001
Residual	14,574.776	136	107.167		
Total	37,214.197	142	262.072		
Regression	884.266	5	176.853	1.692	> .10
Residual	13,690.510	131	104.508		

TABLE B.5

ANALYSIS OF COVARIANCE
FOR THE MATHEMATICS ACHIEVEMENT CORRECTED FOR GUESSING
SCORES WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pretest (Covariate)	6,252.18155	1	6,252.18155	220.219	<.01
Group	339.15108	1	339.15108	11.946	<.01
Cohort	59.61919	2	29.809595	1.050	
Group x Cohort	118.78329	2	59.391645	2.092	
Explained	6,754.98325	6	1,125.83054	39.655	<.01
Residual	3,775.96809	133	28.39074		
Total	10,530.95134	139	75.76224		
Regression	197.329	5	39.466	1.412	>.10
Residual	3,578.639	128	27.958		

TABLE B.5

ANALYSIS OF COVARIANCE
FOR THE MATHEMATICS ACHIEVEMENT CORRECTED FOR GUESSING
SCORES WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pretest (Covariate)	6,252.18155	1	6,252.18155	220.219	$<.01$
Group	339.15108	1	339.15108	11.946	$<.01$
Cohort	59.61919	2	29.809595	1.050	
Group x Cohort	118.78329	2	59.391645	2.092	
Explained	6,754.98325	6	1,125.83054	39.655	$<.01$
Residual	3,775.96809	133	28.39074		
Total	10,530.95134	139	75.76224		
Regression	197.329	5	39.466	1.412	$>.10$
Residual	3,578.639	128	27.958		

TABLE B.6

ANALYSIS OF COVARIANCE
FOR THE GENERAL SELF-ESTEEM SCORES OF THE
SELF-ESTEEM INVENTORY WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pre-Test Covariate	237.017	1	237.017	26.922	< .01
Group	10.597	1	10.597	1.204	
Cohort	20.509	2	10.254	1.165	
Group x Cohort	7.501	2	3.751	.426	
Explained	280.046	6	46.674	5.301	< .05
Residual	1276.579	145	8.804		
Total	1556.625	151	10.309		
Regression	59.864	5	11.973	1.378	> .10
Residual	1216.715	140	8.691		

TABLE B.7

ANALYSIS OF COVARIANCE
FOR THE SOCIAL-PEER SELF-ESTEEM SCORES OF THE
SELF-ESTEEM INVENTORY WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pre-Test Covariate	23.838	1	23.838	25.120	$<.01$
Group	.001	1	.001	.001	
Cohort	5.242	2	2.621	2.762	
Group x Cohort	1.204	2	.602	.634	
Explained	30.296	6	5.049	5.321	$<.01$
Residual	137.599	145	.949		
Total	167.895	151	1.112		
Regression	5.196	5	1.039	1.099	$>.25$
Residual	132.403	140	.946		

TABLE B.8

ANALYSIS OF COVARIANCE
FOR THE HOME-PARENT SELF-ESTEEM SCORES OF THE
SELF-ESTEEM INVENTORY WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pre-Test Covariate	88.981	1	88.981	23.967	.01
Group	1.486	1	1.486	.400	
Cohort	1.584	2	.792	.213	
Group x Cohort	15.093	2	7.546	2.033	
Explained	107.143	6	17.857	4.810	.01
Residual	538.324	145	3.713		
Total	645.467	151	4.275		
Regression	19.926	5	3.985	1.076	.25
Residual	518.398	140	3.703		

TABLE B.9

ANALYSIS OF COVARIANCE
FOR THE ACADEMIC-SCHOOL SELF-ESTEEM SCORES OF THE
SELF-ESTEEM INVENTORY WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pre-test Covariate	32.755	1	32.755	9.490	<.01
Group	.715	1	.715	.207	
Cohort	2.244	2	1.122	.325	
Group x Cohort	5.468	2	2.734	.792	
Explained	41.496	6	6.916	2.004	
Residual	500.497	145	3.452		
Total	541.993	151	3.589		
Regression	17.284	5	3.457	1.002	.25
Residual	483.214	140	3.452		

TABLE B. 10

ANALYSIS OF COVARIANCE
FOR THE TOTAL SELF-ESTEEM SCORES OF THE
SELF-ESTEEM INVENTORY WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pre-test	1300.357	1	1300.357	42.335	< .01
Group	2.483	1	2.483	.081	
Cohort	130.499	2	65.249	2.124	
Group x Cohort	17.872	2	8.936	.291	
Explained	1459.112	6	243.185	7.917	< .01
Residual	4453.776	145	30.716		
Total	5912.888	151	39.158		
Regression	80.146	5	16.029	.513	>.25
Residual	4373.630	140	31.240		

TABLE B.11

ANALYSIS OF COVARIANCE
FOR THE OPENNESS SCORES OF THE
SELF-ESTEEM INVENTORY WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pretest (Covariate)	161.359	1	161.359	57.121	$<.01$
Group	.129	1	.129	.046	
Cohort	6.971	2	3.486	1.234	
Group x Cohort	8.646	2	4.323	1.530	
Explained	177.108	6	29.518	10.449	$<.01$
Residual	409.603	145	2.825		
Total	586.711	151	3.886		
Regression	7.493	5	1.499	.522	$>.25$
Residual	402.110	140	2.872		

TABLE B. 12

ANALYSIS OF COVARIANCE
FOR THE INTERNAL-EXTERNAL SCORES
WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pre-Test Covariate	237.401	1	237.401	27.710	< .01
Group	9.592	1	9.592	1.120	
Cohort	4.566	2	2.283	.266	
Group X Cohort	21.024	2	10.512	1.227	
Explained	272.632	6	45.439	5.304	< .01
Residual	1252.552	140	8.947		
Total	1525.184	146	10.446		
Regression	95.958	5	19.192	2.240	> .05
Residual	1156.593	135	8.567		

TABLE B.13

ANALYSIS OF COVARIANCE
FOR THE PLANNING ORIENTATION SCORES OF THE
CAREER DEVELOPMENT INVENTORY WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pretest (Covariate)	9494.15526	1	9494.15526	24.863	$<.001$
Group	7177.36809	1	7177.36809	18.796	$<.001$
Cohort	1701.956728	2	850.978364	2.229	
Group x Cohort	650.09231	2	325.046155	.851	
Explained	19,643.09782	6	3273.84964	8.574	$<.001$
Residual	53,841.35488	141	381.85358		
Total	73,484.45271	147	499.35832		
Regression	2,894.55259	5	578.91052	1.545	$>.10$
Residual	50,946.86739	136	374.60861		

TABLE B.14

ANALYSIS OF COVARIANCE
FOR THE RESOURCES FOR EXPLORATION SCORES OF THE
CAREER DEVELOPMENT INVENTORY WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pretest (Covariate)	82,381.04530	1	82,381.04530	32.933	< .01
Group	73,178.73129	1	37,178.73129	14.863	< .01
Cohort	5,132.87563	2	2,566.437815	1.026	
Group x Cohort	757.38333	2	378.691665	.151	
Explained	161,450.03555	6	26,908.339258	10.757	< .01
Residual	352,708.26174	141	2,501.477034		
Total	514,158.297290	147	3,497.675492		
Regression	12,476.503461	5	2,495.300692	.997	<.25
Residual	340,231.758279	136	2,501.704105		

TABLE B.15

ANALYSIS OF COVARIANCE
FOR THE INFORMATION AND DECISION-MAKING SCORES OF THE
CAREER DEVELOPMENT INVENTORY WITH PRE-TEST COVARIED

SOURCE OF VARIATION	SS	df	MS	F	p
Pre-Test Covariate	1312.197	1	1312.197	77.220	<.01
Group	170.341	1	170.341	10.024	<.01
Cohort	37.222	2	18.611	1.095	
Group x Cohort	.091	2	.045	.003	
Explained	1530.996	6	255.166	15.016	<.01
Residual	2497.981	147	16.997		
Total	4028.994	153	26.333		
Regression	63.578	5	12.716	.747	>.25
Residual	2413.715	142	17.033		

SOME METHODOLOGICAL NOTES ON MEASURES

There are times when preconditions must exist before changes can occur. For example, soil temperatures must reach a given level in the spring before seeds sprout and grid bias must be in a certain range before a linear amplifier will function properly. In education, students must have required reading skills before they can use difficult curriculum materials, and psychometric scales must have appropriate floor and ceiling levels to measure existing conditions and change adequately. As the evaluation proceded, four issues of this type were noted and explored.

1. Reading Levels and the Career Development Inventory

The Career Development Inventory (CDI) is written for use with secondary students. The intended grade range of this instrument is junior and senior high school. The intake pool for the project included students whose scores were as low as grade five on the reading achievement test. Thus the reading level of the CDI may have been too high to measure the career development of some interns in the program. To test this possibility, the sample was partitioned into two groups, those scoring above the eight grade achievementlevel in reading on the pretest, and those scoring below that level. A 2 x 3 x 2 ANCOVA use group (CIP, control), cohort (February, May, February), and reading level (above/below eighth grade) as the factors and the CDI pre test score as the covariate was run. Partitioning the variance into the additional factor, reading level, did not add significantly to the CDI variance explained by the model. Apparently reading achievement is not a critical factor in amount of change that will be shown on the CDI, even though pre scores correlate highly with reading achievement.

2. Room to Grow

A second question was raised as to whether the ceiling on some of the self-esteem scales was so low that they were insensitive to change. Four of the scales on the Self-Esteem Inventory have only eight items. These are rather short scales, and pretest scores were high. For example, the pretest mean for the intake group was 6.7 on the Social-Peer Self-Esteem scale as shown in Tables A.13 and A.14. More than one fourth of the applicants in the intake group scored eight points (the maximum score) on the pretest. There was no room on the scale for these 44 youth to show any improvement on this dimension.

To evaluate the effect of this restricted ceiling on the Self-Esteem scales on sensitivity to change, the data were reanalyzed with the median on each scale used as a cutting point. A 2 x 3 x 2 ANCOVA was run using group (CIP, control), cohort (February, May, February), and pretest level (above/below median) as factors

and pretest score as a covariate. This partitioning of the variance did not add significantly to the amount of variance explained. This might be an artifact of covarying in the variable partitioned. Means had not been computed, so the question remains open.

3. Special Treatment only for a Sub-group

A third area that was considered as possibly causing the variance to be distributed in ways that are insensitive to the ANCOVA solution was academic achievement. The CIP provides individualized instruction in reading. A reading lab was set up to assist interns with reading problems; more of the interns scoring very low on reading achievement received this special treatment than interns who were reading at the higher levels (above eighth grade). If this individualized remediation program was making a difference, a specific analysis might pick it up. Therefore, the Reading Achievement scale was reanalyzed, blocking for low initial achievement. In this case, less than eighth grade reading achievement was chosen as the indicator of poor reading achievement. The academic achievement scores were reanalyzed using a 2 x 3 x 2 ANCOVA using group (CIP, control), cohort (February, May, February), and achievement (high, low) as factors and pretest scores as the covariate. While the group effect remained significant, "room to grow" did not add much to the explained variance. Since this analysis also covaried by the variable used for blocking (pretest scores), the question remains open.

4. Sex Differences in Guessing

When the investigators were tabulating the number of incorrect responses on the academic achievement scales, it appeared to them that females worked longer on the tests and guessed less, as contrasted to the males who seemed to give up sooner and guess at more items. The academic achievement scales, original and corrected for guessing, were reanalyzed using ANCOVA design with group (CIP, control), cohort (February, May, February), and sex (male, female) as the categorical variables, and pretest score as the covariate.

The three-way model (group x cohort x sex) accounted for more of the variance than the group x cohort model, but not enough to bring the F value for raw score Reading Achievement up to a significant p value. However, when the corrected-for-guessing scores were analyzed, the hunch that the males were guessing more was substantiated. Sex, as a main effect, accounted for so much of the variance that the F value was significant. In addition, the regression term was also significant at the .01 level. Males were guessing more on the Reading post test than they had on the pretest, and they were guessing more than the females on the post test.

The mathematics achievement overall F did not change, however, when examined for male/female differences. Guessing differences by sex seem to show up more in reading than in mathematics.

Bias in Design

The selection of measures and the research design were intended to permit statements about the effects of CIP which would require few if any, foot-shuffling qualifications. Nonetheless, carrying out a study which would have eliminated all foreseeable sources of bias seemed infeasible. Such designs required more subgroups. This in turn would have meant a larger number of interns than the program could serve and probably more controls than the action research situation could have supported.

Therefore, interpretation of the data trades off several uncontrolled influences which could bias results, some probably leading to underestimate of CIP effects but some probably leading to over-estimate. One could regard these as alternate interpretation of the effects, only some of which can be confirmed by checking analyses already completed.

Biases Which Probably Lead to Underestimating CIP Effects (Biases Against Finding CIP Effects)

1. Repeated Testing: Three tests were administered three times: the Coopersmith Self-Esteem Inventory, The Rotter Internality/Externality Scale, and the Super Career Development Inventory. Three tests were administered twice: the Standard Progressive Matrices and the Stanford Reading and Mathematics Achievement. Repeated testing is likely to lead to improved scores through decreasing errors which are due to misunderstanding the mechanics, unfamiliarity of the format, and reading comprehension difficulties. There is, however, for most measures, an upper limit to improvement due only to repetition or to tertiary variables not linearly related to true learning, such as desire to please the researcher. At some point, perhaps boredom may lead to reduced performance. Some research designs permit direct estimates of the effects of repeated testing. The CIP design did not. Speculatively, the bias might have been against CIP since the gains for both experimental and controls due to repetition per se would be likely to occur on the second or third testing and act to reduce the detectable true variance due to differential CIP-related learning.

2. Differential Attrition: Attrition may have affected control and experimental groups differently. For the CIP interns, most (12/21) mean differences for youth who "attrited" after the first 10 weeks and those who took the final test were negative. The retained students scored lower at entry than the departed interns. While some of this may be due to early graduates possibly being more competent, the small number of early graduates doesn't seem large enough to be persuasive.

In comparison, for the control students, mean differences were distributed fairly evenly between negative (9), zero (7) and positive (5) categories for comparisons of "lost" and "retained" control youth from O_2 to O_3.

A higher proportion of better scoring students retained in the control group could bias findings against CIP, despite statistical coorections. This could, of course, be considered part of true variance if better students are less likely to remain in CIP.

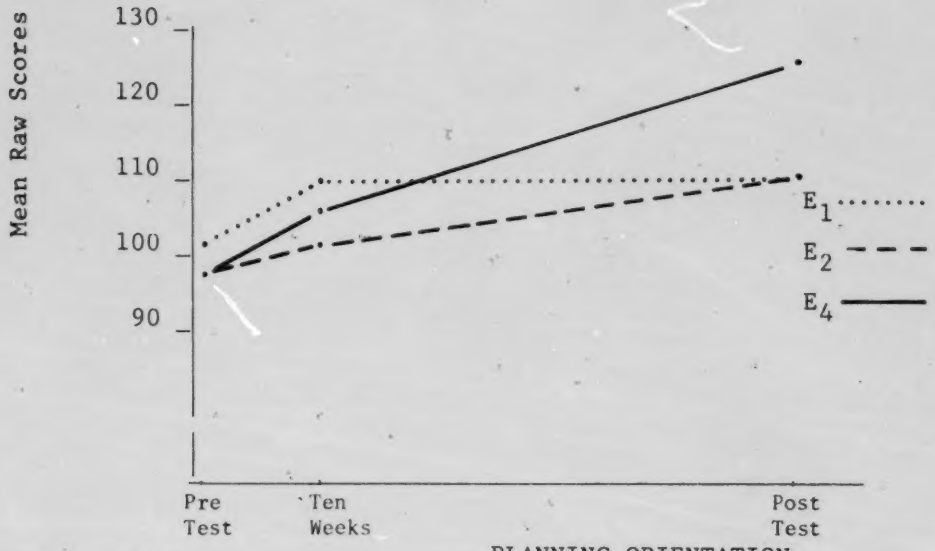
3. Pooling Data from the "Worst" and "Best" Programs: Between cohorts 1 and 4, CIP underwent some program changes that should have improved program outcomes. These included appointment of a director regarded as extremely competent and charismatic; development of the individualized learning packets; the curriculum reorganizations, and the stabilization of procedures to be expected over three years of effort. The performance of the C_4 cohort, by this argument, should have been best of all. Pooling E_4 data with data from the E_1 and E_2 cohorts thus would bias against CIP as it now is, and yield an underestimate of ture program effects.

It should be noted that the E_2 cohort experienced a particularly turbulent time, one including a student strike to protest firing some staff and great uncertainty over continued funding. Including this cohort, it could be argued, is even more likely than usual to decrease the sensitivity of the analyses to true effects of the stabilizedprogram.

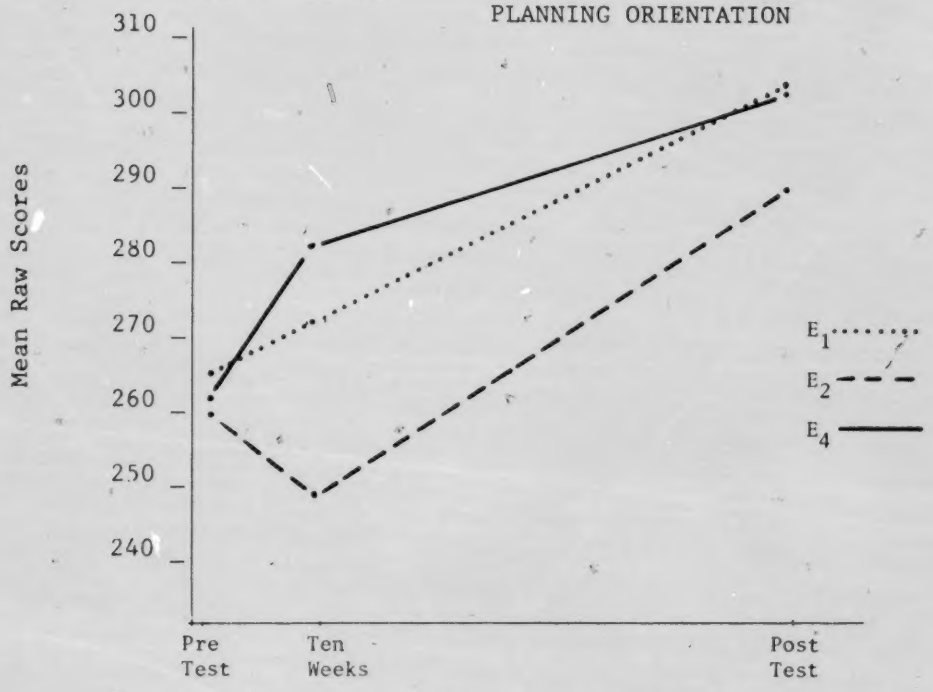
4. Premature Testing of the Largest Cohort in the Probably Best Program: The E_1 and E_2 cohorts were tested after 12 months in CIP: just before their grduation when program effects-- if linear-- might be at their highest. The E_4 cohort was tested nine months after their pretest. Not only was this three months earlier than the other two groups but also more of the E_4 cohort were "juniors" and thus more were tested long before graduation. Since more of the total group came from E_4 than E_1 and E_2, this could bias the results against CIP, underestimating true program effects.

If there is any evidence of a linear relation between time and outcomes, the overall data probably underestimate the true effects to this extent. As Figures 1 and 2 suggest on the two subtests of the Career Development Inventory, there is evidence of a linear relationship, with the gain between O_2 and O_3 (second and final testing) as large as or larger than the gain between O_1 and O_2. (The CDI was chosen for analysis as being the one test administered at O_1, O_2 and O_3 showing substantial O_1 - O_3 gains)

COHORT EFFECTS: E_1, E_2 and E_4
ON TWO SUBSCALES OF THE
CAREER DEVELOPMENT INVENTORY



PLANNING ORIENTATION



RESOURCES FOR EXPLORATION

Biases Probably Leading to Overestimates or Very Sensitive Estimates of Effects

1. Motivation--or lack of it: CIP interns may have been motivated on the post-test to do as well as they possibly could, knowing that the results would reflect on CIP. The control students may have felt less reason to try to do as well as possible when the measures required considerable effort (e.g., the achievement tests). Controls may have been less willing to be self-critical and likely to have positive response biases on the more transparent measures (e.g., self-esteem). The first trend would introduce bias in favor of CIP; the second, bias against CIP.

2. Senior Slump: The closer one comes to graduation, perhaps the less seriously any tests may be taken. If so, then the predominance of E_4 interns in the total group may introduce bias in favor of CIP, by avoiding the senior slump in testing.

3. Replication: Sensitivity to true variation is likely to increase with replication. The CIP project offers one of the few action research studies on dropouts with a true experimental design (random sampling to constitute experimental and control groups from the tested applicant pool). It is among the even rarer group of such studies in which the true experimental design has been replicated. Three replications of a ture experimental design should increase sensitivity to true program effects beyond the usually muted power of quasi-experimental tests. This argues that the effects shown may be quite sensitive to the impact of CIP.

These methodological considerations illustrative, not exhaustive, of moderating influences which often cannot be taken into account statistically. Three points argue that the effects of CIP have been tested with sensitivity and that the biases, if any, favor CIP. Four points argue that the effects of CIP have been underestimated, if anything, and that the possible biases in design have decreased the sensitivity of the analyses true effects of the stabilized program.

There are few direct ways to assess the actual magnitude of some possible biases. The existence and magnitude of other biases are know, but the data do not readily permit statistical corrections.

It is the judgment of the evaluators that the statistical results probably underestimate the true effects of the stabilized program. This judgment is based on three considerations. First is the ethnographic evidence--few data are as compelling as actually hearing and seeing the difference CIP made in the lives of interns versus controls. Second is the trends-over-time data which are consistent. Third is the tendency for

program evaluations to be neutral or negative. There is often so much "noise" in the evaluation system--in designs, measures, data collection and analyses as well as in the ups and downs of program development--that any signal coming through at all must be very powerful. Like the faint light from distant galaxies, effects showing up as strongly as CIPs against the evaluation noise probably mean a sending source of remarkable power for helping youth.

EXHIBIT 2

SELF-ESTEEM INVENTORY

SELF-ESTEEM INVENTORY

NAME_____ DATE_____

DIRECTIONS:

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (X) in the column "Like Me."

If the statement does not describe how you usually feel, put a check (X) in the column "Unlike Me."

There are no right or wrong answers.

		Like Me	Unlike Me
1.	I spend a lot of time daydreaming.	___	___
2.	I'm pretty sure of myself.	___	___
3.	I often wish I were someone else.	___	___
4.	I'm easy to like.	___	___
5.	My parents and I have a lot of fun together.	___	___
6.	I never worry about anything.	___	___
7.	I find it very hard to talk in front of the class.	___	___
8.	I wish I were younger.	___	___
9.	There are a lot of things about myself I'd change if I could.	___	___
10.	I can make up my mind without too much trouble.	___	___
11.	I'm a lot of fun to be with.	___	___
12.	I get upset easily at home.	___	___
13.	I always do the right thing.	___	___
14.	I'm proud of my school work.	___	___
15.	Someone always has to tell me what to do.	___	___
16.	It takes me a long time to get used to anything new.	___	___

		Like Me	Unlike Me
17.	I'm often sorry for the things I do.	___	___
18.	I'm popular with kids my own age.	___	___
19.	My parents usually consider my feelings.	___	___
20.	I'm never unhappy.	___	___
21.	I'm doing the best work that I can.	___	___
22.	I give in very easily.	___	___
23.	I can usually take care of myself.	___	___
24.	I'm pretty happy.	___	___
25.	I would rather play with children younger than me.	___	___
26.	My parents expect too much of me.	___	___
27.	I like everyone I know.	___	___
28.	I like to be called on in class.	___	___
29.	I understand myself.	___	___
30.	It's pretty tough to be me.	___	___
31.	Things are all mixed up in my life.	___	___
32.	Kids usually follow my ideas.	___	___
33.	No one pays much attention to me at home.	___	___
34.	I never get scolded.	___	___
35.	I'm not doing as well in school as I'd like to.	___	___
36.	I can make up my mind and stick to it.	___	___
37.	I really don't like being a boy (girl).	___	___
38.	I have a low opinion of myself.	___	___
39.	I don't like to be with other people.	___	___
40.	There are many times when I'd like to leave home.	___	___
41.	I'm never shy.	___	___
42.	I often feel upset in school.	___	___

		Like Me	Unlike Me
43.	I often feel ashamed of myself.	___	___
44.	I'm not as nice looking as most people.	___	___
45.	If I have something to say, I usually say it.	___	___
46.	Kids pick on me very often.	___	___
47.	My parents understand me.	___	___
48.	I always tell the truth.	___	___
49.	My teacher makes me feel I'm not good enough.	___	___
50.	I don't care what happens to me.	___	___
51.	I'm a failure.	___	___
52.	I get upset easily when I'm scolded.	___	___
53.	Most people are better liked than I am.	___	___
54.	I usually feel as if my parents are pushing me.	___	___
55.	I always know what to say to people.	___	___
56.	I often get discouraged in school.	___	___
57.	Things usually don't bother me.	___	___
58.	I can't be depended on.	___	___

7/10/74

EXHIBIT 3

INTERNAL-EXTERNAL CONTROL SCALE

INTERNAL-EXTERNAL SCALE

NAME _____ DATE _____

DIRECTIONS:

The purpose of this short task is to determine how you feel about certain things.

Read each of the following paired statements. Which of the two statements do you agree with more? Circle that letter. Choose only one. (However, be sure to choose one of the paired statements for each item).

Example: 1.a. Most children should be punished by their mothers.
b. A child knows when he does something wrong.

1.a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.

2.a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.

3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.

4.a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5.a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6.a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7.a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.

8.a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

9.a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10.a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.

12.a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.

13.a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14.a. There are certain people who are just no good.
b. There is some good in everybody.

15.a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.

16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
b. By taking an active part in political and social affairs the people can control world events.

18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There really is no such thing as "luck."

19.a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.

20.a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends on how nice a person you are.

21.a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

23.a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

24.a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

25.a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.

26.a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.

27.a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.

28.a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29.a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

EXHIBIT 4

CIP INTERN INTERVIEW

Richard A. Gibboney Associates, Inc.
8117 Old York Road
Elkins Park, Pa. 19117

CIP INTERN INTERVIEW

Name: _____ Date: _____

Address: _____ Birthdate: _____

Home Phone: _____ Emergency Phone: _____

1. Sex: 1 __ Male 2 __ Female
2. Race: 1 __ Black 2 __ White 3 __ Other
3. Dropout?: 1 __ Yes 2 __ No

4. Interviewer:
1 __ Herb Demby
2 __ Angelika Melien
3 __ Joan Clymer
4 __ Leslie Booth
5 __ Dave Smith
6 __
7 __
8 __

* *

I. INFORMATION AND ATTITUDE TOWARD PROGRAM

1. When and how did you first hear about the Career Intern Program?

When:
1 __ Within last week
2 __ Within last month
3 __ Within last six months
4 __ Within last year
5 __ Other

How:
1 __ Friend or neighbor
2 __ Family member
3 __ CIP intern or graduate
4 __ School counselor
5 __ UCEC representative
6 __ UCEC brochure or pamphlet
7 __ OIC contact or referral
8 __ Other (specify)

2. What made you decide to come for an interview here at UCEC?

1 __ Interested in finding out about CIP
2 __ Definitely wants to attend CIP
3 __ Thinks program will be better than other OIC or public

school programs
4 __ Wants to get high school diploma
5 __ Urged by significant other
6 __ Other (specify)

3. What do you think is the purpose of the Career Intern Program?

4. Do you or do you not feel that this program may help you?

1 __ Yes
2 __ No

5. Why?

6. What does the word "career" mean to you?

1 __ Job or work (general)
2 __ Lifetime occupation (something you want to do the rest of your life)
3 __ Don't know
4 __ Other (specify)

II. SCHOOL EXPERIENCE

1. Are you now enrolled in school?

1 __ Yes
2 __ No

2. Are you attending classes?

1 __ Yes
2 __ No

3. Where are/were you enrolled?

1 __ Germantown
2 __ Roxborough
3 __ Martin Luther King
4 __ Other Philadelphia high school (specify)
5 __ Alternative school
6 __ Other (specify)

4. What grade are/were you in?

1 __ 9th grade
2 __ 10th grade

Stay in School:	Leave School:
1 __ Mother	1 __ Mother
2 __ Father	2 __ Father
3 __ Parents	3 __ Parents
4 __ Siblings	4 __ Siblings
5 __ Other relatives	5 __ Other relatives
6 __ Girlfriend/Boyfriend	6 __ Girlfriend/Boyfriend
7 __ Peers	7 __ Peers
8 __ Other	8 __ Other
9 __ None	9 __ None

9. How would you describe the way you get/got along with your teachers in school? Would you say it was:

1 __ Excellent
2 __ Good
3 __ Fair
4 __ Poor
5 __ Other (specify)

10. How would you describe the way you get/got along with other students? Would you say it was:

1 __ Excellent
2 __ Good
3 __ Fair
4 __ Poor
5 __ Other (specify)

11. Are/Were you able to see your counselor when you wanted to?

1 __ Yes
2 __ No
3 __ Sometimes
4 __ Don't know (never tried; never needed to, etc.)

12. Is/Was your counselor helpful to you?

1 __ Yes
2 __ No
3 __ Sometimes
4 __ Not applicable

13. How is/was your counselor helpful to you?

1 __ Assisted with curriculum or roster problems
2 __ Assisted with teacher problems

3 __ 11th grade
4 __ 12th grade
5 __ Other (specify)

5. If dropout, how long have you been out of school?

1 __ Less than one month
2 __ 1-3 months
3 __ 4-6 months
4 __ 7 months to one year
5 __ More than one year
6 __ Not applicable

6. If dropout, what have you been doing since you left school?

1 __ Staying at home
2 __ Working
3 __ Working and going to school
4 __ Looking for a job
5 __ Participating in other programs
6 __ Other (specify)
7 __ Not applicable

7. (Ask appropriate question, depending on whether applicant is or is not a dropout)

Why did you leave your former school?/Why do you wish to leave you present school?

1 __ Tired of school
2 __ Missed a lot of school because of "playing"
3 __ Didn't like school atmosphere
4 __ Discouraged by being left back
5 __ Left to get a job; wanted/needed to earn money
6 __ Didn't expect to graduate
7 __ School asked me to leave
8 __ Wants to attend CIP/better than public school
9 __ Personal problems/conflicts
10 __ Pregnant
11 __ Felt teachers weren't doing their job
12 __ Lack of personal self-discipline
13 __ Other (specify)

8. Have other people encouraged you to either stay in school or leave school?

1 __ Yes
2 __ No

3 __ Assisted with personal problems
4 __ Referred student to CIP or other programs
5 __ "Just talked" with student
6 __ Other (specify)
7 __ Not applicable

14. How do you feel about the courses which you have/had in school?

1 __ Satisfied
2 __ Not satisfied
3 __ Required to take them
4 __ Did or did not like specific courses
5 __ Couldn't get desired courses
6 __ Other (specify)

15. Do you feel that the principal and main office staff are doing a good job running the school?

1 __ Yes
2 __ No
3 __ Don't know

EXPECTATIONS OF INTERN

1. Is it important for you to get a high school diploma?

1 __ Yes
2 __ No

2. Why?

1 __ Necessary to get a job
2 __ Necessary to go to college
3 __ Personal goal
4 __ To make significant other happy
5 __ Other (specify)

3. (If answer to question 1 is "yes" ask:)
After you do get your high school diploma, do you expect to:
(If answer to question 1 is "no" ask:)
After you have had the schooling you want, do you expect to:

a. __ Go to work?
If yes, what kind of work would you expect to do?

1 __ Don't know
2 _____(record job title)
3 __ Not applicable

b. __ Take additional education or vocational training?
If yes, what kind of education or training do you expect to get?

1 __ 1 year college
2 __ 2 years college
3 __ 4 years college
4 __ Law school
5 __ Medical school
6 __ Other post-graduate school
7 __ Apprenticeship
8 __ Technical or vocational school
9 __ On-the-job training
10 __ Clerical training
11 __ Nurses training
12 __ Other (specify)
13 __ Don't know
14 __ Not applicable

c. __ Both?
If yes, how do you expect to do both?

1 __ Hold part-time job and go to school
2 __ Work for awhile, then go to school
3 __ Learn while working (on-the-job training or other work-study)
4 __ Work full-time, go to school part-time
5 __ Other (specify)
6 __ Not applicable

d. __ Neither?
If neither, probe for explanation.

1 __ Doesn't know what she/he wants to do
2 __ Other (specify)
3 __ Not applicable

3. What type of work do you expect to be doing 5 to 10 years from now?

1 __ Don't know
2 _____ (record job title)

4. If someone told you that you could have any kind of and as much education as you wanted, with nothing in your way, what kind of education would you most want to have?

1 __ None

2 __ 1 year college
3 __ 2 years college
4 __ 4 years college
5 __ Law school
6 __ Medical school
7 __ Other post-graduate school
8 __ Apprenticeship
9 __ Technical or vocational school
10 __ On-the-job training
11 __ Clerical training
12 __ Nurses' training
13 __ Other (specify)
14 __ Don't know

5. If someone told you that you could do any kind of work you wanted, what kind of work would you most want to do?

1 __ Don't know
2 _____ (record job title)

6. Are there any problems that you think might keep you from going as far in school as you would like to go?

1 __ Yes
2 __ No

7a. If yes, what are these problems?

1 __ Financial
2 __ Not going to school
3 __ Lack of personal self-discipline
4 __ Other (specify)
5 __ Not applicable

7b. If yes, are these the kinds of problems that you have had in school in the past?

1 __ Yes
2 __ No
3 __ No applicable

8. If no, what do you feel have been your problems in school in the past, if any?

1 __ Influence of "friends"
2 __ Teacher/administration problems
3 __ Not going to school
4 __ No interest in school, bored

5 __ Other (specify)
6 __ None
7 __ Not applicable

IV. PROBLEMS AFFECTING INTERN AND HIS/HER SCHOOLING

1. Is studying at home a problem for you?

   1 __ Yes
   2 __ No

2. If yes, how is it a problem for you?

   1 __ Too crowded
   2 __ Too noisy
   3 __ No place to study
   4 __ Other (specify)
   5 __ Not applicable

3. Is child care a problem for you?

   1 __ Yes
   2 __ No

4. If yes, how is it a problem for you?

   1 __ Care of own child
   2 __ Care of siblings
   3 __ Care of "others"
   4 __ Other (specify)
   5 __ Not applicable

5. Is health a problem for you?

   1 __ Yes
   2 __ No

6. If yes, how is it a problem for you?

   1 __ Chronic disease
   2 __ Physical impairment
   3 __ Other (specify)
   4 __ Not applicable

7. Are there any people (family members, friends) or any gangs making problems for you?

   1 __ Yes
   2 __ No

8. If yes, who is making problems for you?

1 __ Mother
2 __ Father
3 __ Siblings
4 __ Other relatives
5 __ Boyfriend/Girlfriend
6 __ Peers
7 __ Gangs
8 __ Other (specify)
9 __ Not applicable

9. Have you ever had a problem finding a job?

1 __ Yes
2 __ No
3 __ Never tried to find a job

10. If yes, what problem have you had?

1 __ Too young
2 __ Doesn't have high school diploma
3 __ "No openings"
4 __ Poor health
5 __ No "good" jobs
6 __ Can't work full time
7 __ Other (specify)
8 __ Not applicable

V. FAMILY BACKGROUND INFORMATION

Intern Name: _____

Number of persons in household: _____

	Age	Relation to Intern	Education/Training	Jobs and Time in Jobs
Parents or guardians				
Other adults				
Intern				
Siblings and other children				
Siblings and parents not in the home				

EXHIBIT 5

CIP PARENT INTERVIEW

Richard A. Gibboney Associates, Inc.
8117 Old York Road
Elkins Park, Pa. 19117

CIP PARENT INTERVIEW

Name: _____ Date: _____

Address: _____ Birthdate: _____

Home Phone: _____ Emergency Phone: _____

1. Relationship to Intern:

1 __ Mother
2 __ Father
3 __ Sibling
4 __ Guardian
5 __ Other relative
6 __ Other (specify)

2. Interviewer:

1 __ Herb Demby
2 __ Angelika Melien
3 __ Joan Clymer
4 __ Leslie Booth
5 __ Dave Smith
6 __
7 __
8 __

* *

I. INFORMATION AND ATTITUDE TOWARD PROGRAM

1. When and how did you first hear about the Career Intern Program?

When:

1 __ Within last week
2 __ Within last month
3 __ Within last six months
4 __ Within last year
5 __ Other (specify)

How:

1 __ Son/Daughter
2 __ Other family member
3 __ Friend or neighbor
4 __ CIP intern or graduate
5 __ School counselor
6 __ UCEC representative
7 __ UCEC brochure or pamphlet
8 __ OIC contract or referral
9 __ Other (specify)

2. What do you think is the purpose of the Career Intern Program?

1 __ To help students who need small groups to function well
2 __ To help students who want to be helped
3 __ To help students adjust to the "world of work"
4 __ To educate youth

5 __ To help students earn a high school diploma
6 __ To teach students a trade
7 __ To make productive citizens of students who just can't "make it" in the public schools
8 __ Other (specify)

3. Do you or do you not think that this program may be good for your son/daughter?

1 __ Yes
2 __ No

4. If yes, why do you feel this way?

1 __ Feels son/daughter needs special attention, small groups
2 __ Thinks CIP sounds good
3 __ Thinks program will be better than other OIC or public school programs
4 __ Son/Daughter not doing well in school, needs change offered by CIP
5 __ Son/Daughter lost interest in public school
6 __ Other (specify)

5. Did you urge your daughter/son to apply or did she/he take the initiative?

1 __ Daughter/Son took the initiative
2 __ Parent/Guardian urged daughter/son
3 __ "We talked it over and decided together"
4 __ Other (specify)

6. Is your daughter/son attending school now?

1 __ Yes
2 __ No

II. EXPECTATIONS FOR CHILDREN

1. Is it important to you that your son/daughter get a high school diploma?

1 __ Yes
2 __ No

2. If yes, why?

1 __ Necessary to get a job
2 __ Necessary to go to college

3 __ Personal goal
4 __ Son/Daughter needs diploma to "make it"
5 __ Wants son/daughter to have the best education he/she can get
6 __ Other (specify)

3. (If answer to question 1 is "yes" ask:)
After she/he does get her/his high school diploma, do you expect that she/he will:
(If answer to question 1 is "no" ask:)
After she/he finishes her/his schooling, do you expect that she/he will:

a. __ Go to work?
If yes, what kind of work would you expect her/him to do?

1 __ Don't know
2 __ Whatever daughter/son wants to do
3 _____ (record job title)
4 __ No applicable

b. __ Take additional education or training?
If yes, what kind of education or training do you expect she/he will get?

1 __ 1 year college
2 __ 2 years college
3 __ 4 years college
4 __ Law school
5 __ Medical school
6 __ Other post-graduate school
7 __ Apprenticeship
8 __ Technical or vocational school
9 __ On-the-job training
10 __ Clerical training
11 __ Nurses training
12 __ Other (specify)
13 __ Don't know
14 __ Whatever daughter/son wants to do
15 __ Not applicable

c. __ Both?
If both, probe for explanation.

1 __ Hold part-time job and go to school
2 __ Work for awhile, then go to school
3 __ Learn while working (on-the-job training or other work-study)

4 __ Work full-time, go to school part-time
5 __ Other (specify:
6 __ Not applicable

d. __ Neither?
If neither, probe for explanation.

1 __ Not sure what son/daughter will do
2 __ Son/Daughter will be joining service
3 __ Other (specify:
4 __ Not applicable

4. What type of work do you expect your son/daughter will be doing 5 to 10 years from now?

1 __ Don't know
2 __ Whatever son/daughter wants to do
3 _____(record job title)

5. If your daughter/son could have any kind of education with nothing in her/his way, what kind of education would you most want her/him to have?

1 __ None
2 __ 1 year college
3 __ 2 years college
4 __ 4 years college
5 __ Law school
6 __ Medical school
7 __ Other post-graduate school
8 __ Apprenticeship
9 __ Technical or vocational school
10 __ On-the-job training
11 __ Clerical training
12 __ Nurses training
13 __ Other (specify:
14 __ Don't know

6. If your daughter/son could do any kind of work, what kind of work would you most want her/him to do?

1 __ Don't know
2 __ Whatever daughter/son wants to do
3 _____ (record job title)

7. Are there any problems that you think might keep your son/daughter from going as far in school as you would like him/her to go?

1 __ Yes
2 __ No

8a. If yes, what are these problems?

1 __ Financial
2 __ Influence of "friends"
3 __ Gang problems
4 __ Laziness
5 __ Health
6 __ Lack of interest in school, bored
7 __ Other (specify)
8 __ None
9 __ Not applicable

8b. If yes, are these the kinds of problems your son/daughter has had in the past?

1 __ Yes
2 __ No
3 __ Don't know
4 __ Not applicable

9. If no, what do you feel have been your son's/daughter's problems in the past, if any?

1 __ Influence of "friends"
2 __ Gang problems
3 __ Teacher/administration problems
4 __ Not going to school
5 __ "Playing"
6 __ Health
7 __ Lack of interest in school, bored
8 __ Other (specify)
9 __ None
10 __ Not applicable

10. How would you describe the way your son/daughter gets/got along with his/her teachers? Would you say it was:

1 __ Excellent
2 __ Good
3 __ Fair
4 __ Poor
5 __ Other (specify)

11. How would you describe the way your daughter/son gets/got along with other students in school? Would you say it was:

1 __ Excellent
2 __ Good
3 __ Fair
4 __ Poor
5 __ Other (specify)

12. Is/Was your daughter/son able to see her/his counselor when she/he wants/wanted to?

1 __ Yes
2 __ No
3 __ Sometimes
4 __ Don't know

13. Is/Was his/her counselor helpful to him/her?

1 __ Yes
2 __ No
3 __ Sometimes
4 __ Don't know
5 __ Not applicable

14. How is/was her/his counselor helpful?

1 __ Assisted with curriculum or roster problems
2 __ Assisted with teacher problems
3 __ Assisted with personal problems
4 __ Referred child to CIP or other programs
5 __ Explained things child didn't understand
6 __ Helped child find a job
7 __ "Just talked" with child
8 __ Other (specify)
9 __ Not applicable

15. How do you feel about the courses which your daughter/son has/had in school?

1 __ Satisfied
2 __ Not satisfied
3 __ Child was required to take them
4 __ Child didn't get courses she/he wanted
5 __ Felt some courses were necessary
6 __ Other (specify)
7 __ Don't know

16. Do you feel the principal and main office staff are doing a good job in running the school?

1 __ Yes
2 __ No
3 __ Don't know

III. EDUCATION OF PARENT

1. How many grades in school did you complete?

1 __ Less than 9 grades
2 __ 9 grades
3 __ 10 grades
4 __ 11 grades
5 __ 12 grades
6 __ Other (specify)

2. Have you had any other additional schooling or training?

1 __ Yes
2 __ No

3. If yes, what have you had?

1 __ 1 year college
2 __ 2 years college
3 __ 4 years college
4 __ Post-graduate school (specify)
5 __ Apprenticeship
6 __ Technical or vocational school
7 __ On-the-job training
8 __ Clerical training
9 __ Nurses training
10 __ Other (specify)
11 __ Not applicable

4. Would you have wanted any further schooling or training?

1 __ Yes
2 __ No

5. If yes, what would you have liked to have?

1 __ Finish high school
2 __ 1 year college
3 __ 2 years college
4 __ 4 years college

5 __ Post-graduate school (specify)
6 __ Apprenticeship
7 __ Technical or vocational school
8 __ On-the-job training
9 __ Clerical training
10 __ Nurses training
11 __ Other (specify)
12 __ Not applicable

IV. BELONGING IN THE COMMUNITY

1. Does the area you live in have a particular name? (Probe for name)

1 __ Mt. Airy
2 __ Colonial Germantown
3 __ East Falls
4 __ West Oak Lane
5 __ Roxborough
6 __ Manayunk
7 __ Brickyard
8 __ Pulaski Town
9 __ Germantown (non-specific)
10 __ Other (specify)

2. How long have you lived in this area?

1 __ Less than one year
2 __ 1-5 years
3 __ 6-10 years
4 __ 11-15 years
5 __ 16-20 years
6 __ More than 20 years

3. How long have you lived at the present address?

1 __ Less than one year
2 __ 1-5 years
3 __ 6-10 years
4 __ 11-15 years
5 __ 16-20 years
6 __ More than 20 years

4. What do you feel are the good features of your area?

1 __ Parks/recreational facilities
2 __ Nice houses
3 __ Quiet

4 __ Pleasant neighbors
5 __ Nice shopping areas
6 __ Good public transportation
7 __ Schools nearby
8 __ "Strong" community
9 __ Other (specify)
10 __ None

5. Do you feel that there are any major problems in your area?

1 __ Yes
2 __ No

6. If yes, what are they?

1 __ Gang problems
2 __ Dirty streets
3 __ Theft
4 __ Drugs
5 __ Abandoned houses
6 __ Other (specify)
7 __ Not applicable

7. Are you satisfied with your area?

1 __ Yes
2 __ No

8. If no, what changes would you like to see made?

1 __ Safer streets
2 __ More youth supervision
3 __ "Community face lifting"
4 __ Other (specify)
5 __ Not applicable

9. Do you have any plans for moving elsewhere?

1 __ Yes
2 __ No

10. If yes, where are you planning to move, or where would you like to move?

1 __ Out of the community
2 __ Out of the city
3 __ Out of the state
4 __ Out of the country

5 __ Other (specify)
6 __ Not applicable

11. Do you belong to any clubs or organizations?

1 __ Yes
2 __ No

12. If yes, to what organizations do you belong?

1 __ Church group
2 __ Political group
3 __ Community group
4 __ Neighborhood social group
5 __ PTA
6 __ Union/professional group
7 __ Other (specify)
8 __ Not applicable

13. Do most of your relatives live in your area?

1 __ Yes
2 __ No

14. Do most of your close friends live in your area?

1 __ Yes
2 __ No

V. PROBLEMS AFFECTING INTERNS AND HER/HIS SCHOOLING

1. Can you think of any problems that might keep your son/daughter from completing the Career Intern Program?

1 __ Gang problems
2 __ Child care
3 __ Financial problems
4 __ Health
5 __ Other (specify)
6 __ None

2. Complete FAMILY BACKGROUND INFORMATION form.

V. FAMILY BACKGROUND INFORMATION

Intern Name: _____

Number of persons in household: ____

	Age	Relation to Intern	Education/Training	Jobs and Time in Jobs
Parents or guardians				
Other adults				
Intern				
Siblings and other children				
Siblings and parents not in the home				

EXHIBIT 6

CIP GRADUATE INTERN QUESTIONNAIRE

Richard A. Gibboney Associates, Inc.
8117 Old York Road
Elkins Park, Pa. 19117

CIP GRADUATE INTERN QUESTIONNAIRE

Name: _____ Date: _____

Sex: a. __ Male b. __ Female

Age:
a. __ 16 or younger
b. __ 17
c. __ 18
d. __ 19
e. __ 20
f. __ 21
g. __ 22
h. __ 23
i. __ 24 or older

CIP Entry Date: _____

CIP Graduation Date: _____

CIP Counselor: _____

Total Time Spent at UCEC:

a. __ Less than one month
b. __ 1-2 months
c. __ 3-4 months
d. __ 5-6 months
e. __ 7-8 months
f. __ 9-10 months
g. __ 11-12 months
h. __ More than 1 year (please specify)

If working, answer part A below; if going to college (vocational, technical school, etc.), answer part B below; if unemployed, check part C below.

A. Present Place of Employment: _____

Address of place of employment: _____

Name of job supervisor: _____

B. Present College (or Vocational School, Technical School, etc.) Being Attended:

_____

Address of college: _____

Name of counselor or advisor at college: _____

Present Major Subject Being Studied: _____

C. Unemployed: _____

Please answer the following questions as completely as possible. Your responses will be of great value to the Career Intern Program. You may check (✓) more than one answer for each question if you wish.

1. What were you doing just before you came into the Career Intern Program?

   a. __ Going to a public school
   b. __ Going to a private school
   c. __ Going to an alternative school (Job Corps, etc.)
   d. __ Working
   e. __ Staying at home
   f. __ Other (please explain)

2. Had you officially dropped out of public school before you decided to attend UCEC?

   a. __ Yes
   b. __ No

3. If "no," were you regularly attending classes?

   a. __ Yes
   b. __ No

4. If "yes," where were you attending classes? (Please fill in space with name of school you were attending.)

5. What was the last school grade that you completed before coming to UCEC?

   a. __ 9th
   b. __ 10th
   c. __ 11th
   d. __ 12th
   e. __ Other (please specify)

6. Had you thought about what kind of career you would like to have before coming to UCEC?

   a. __ Yes
   b. __ No

7. If "yes," what career had you thought about? (Please fill in space with career choice.)

8. Did you know what kind of education and/or training you needed for this career?

   a. __ Yes
   b. __ No

9. Did you feel that you would be able to have this career someday, or were you just thinking about it?

   a. __ Just thinking about it; didn't know if I could get this career or not
   b. __ Knew I would be able to get this career if I worked for it
   c. __ Other (please explain)

10. Did anyone close to you (family member, friend, etc.) have the same career that you were thinking of getting into?

   a. __ Yes
   b. __ No

11. If "yes," who had this same career?

   a. __ Mother
   b. __ Father
   c. __ Brother
   d. __ Sister
   e. __ Other relative
   f. __ Boyfriend
   g. __ Girlfriend
   h. __ Other (please specify)

12. Once you finished Career Awareness classes, were you still interested in this career?

   a. __ Yes
   b. __ No

13. If "no," why not?

   a. __ Found out I would need more schooling than I wanted in order to get this career.
   b. __ Wasn't satisfied with the pay I found out I would get in this career
   c. __ Wasn't satisfied with the work I found out I would have to do in this career
   d. __ Learned about a career I thought I would like better
   e. __ Other (please explain)

14. What career did you finally decide to choose after your Career Awareness classes? (Please fill in space with career choice.)

15. Is this the same career that you had thought about before you came into CIP?

a. __ Yes
b. __ No
c. __ I didn't have a particular career in mind before I came to UCEC
d. __ Other (please explain)

16. Was a Career Development Plan worked on with you while you were attending UCEC?

a. __ Yes
b. __ No

17. Who worked on this Career Development Plan with you?

a. __ Counselor
b. __ Teachers
c. __ Career Advisor
d. __ Other (please specify)
e. __ No one

18. Did you follow your Career Development Plan in working toward your chosen career?

a. __ Yes
b. __ No

19. If "no," why didn't you follow the plan?

a. __ I didn't have a Career Development Plan to follow
b. __ My Career Development Plan didn't serve my needs.
c. __ My Career Development Plan was too complicated.
d. __ Nobody cared if I followed the Career Development Plan or not
e. __ Other (please explain)

20. Do you think your Career Development Plan was useful to you?

a. __ Yes
b. __ No
c. __ Didn't have one

21. Could you have done just as well in working toward your career without it?

a. __ Yes
b. __ No

22. Did you have any Hands-On experiences?

a. __ Yes
b. __ No

23. If "yes," how many Hands-On experiences did you have?

a. __ One
b. __ Two
c. __ Three
d. __ Four
e. __ Five
f. __ Six
g. __ Seven
h. __ Eight
i. __ More than eight (please specify)

24. Do you feel that these helped you in choosing a career?

a. __ Yes
b. __ No
c. __ Didn't have any Hands-On experiences

25. Are you happy that you attended the Career Intern Program?

a. __ Yes
b. __ No

26. If "yes," why are you happy that you attended CIP?

a. __ CIP got me interested in education again
b. __ CIP helped me look at myself in a new and better way
c. __ CIP taught me how to get along with others better
d. __ CIP helped me choose a career for myself
e. __ CIP gave me a new outlook on the "world of work"
f. __ CIP got me off the streets and into a job (or into college, etc.)
g. __ Other (please explain)

27. If "no," why aren't you happy that you attended CIP?

a. __ Didn't get anything out of the program, felt it was a waste of time

b. __ Would have done just as well in public school
c. __ Wasn't able to get the job I thought I could get when I finished CIP
d. __ CIP didn't prepare me for the job I got, so I quit
e. __ CIP didn't prepare me to go to college (or vocational school, etc.), so I quit
f. __ Other (please explain)

28. Do you think the Career Intern Program helped you in any way?

a. __ Yes
b. __ No

29. If "yes," how did it help you?

a. __ Helped me learn more about myself
b. __ Gave me more self-confidence
c. __ Helped me get a high school diploma
d. __ Taught me to enjoy learning again
e. __ Taught me how to get along better with others
f. __ Gave me more faith in schools
g. __ Helped me find a job
h. __ Helped me get into college (or into a technical or vocational school, etc.)
i. __ Helped me solve my personal problems
j. __ Made me aware of careers and the "world of work"
k. __ Taught me how to keep a job once I have it
l. __ Gave me more faith in teachers, counselors, etc.
m. __ Other (please explain)

30. Who in the program was the most helpful to you? (Please select only one of the following)

a. __ Counselor
b. __ Teachers
c. __ Career Advisor
d. __ Other (please specify)
e. __ No one

31. Do you think you could have done better in any other school or any other program?

a. __ Yes
b. __ No

32. If "yes," which school or program? (Fill in space with name of school or program.)

33. Would you recommend this program to your friends?

a. __ Yes
b. __ No

34. What are you doing now?

a. __ Working
b. __ Staying at home
c. __ Going to college
d. __ Going to a technical or vocational school
e. __ Receiving on-the-job training
f. __ Other (please explain)

35. What career or job do you have or are you working toward? (Fill in space with name of career or job.)

36. Is this the career or job you were preparing yourself for while you were at UCEC?

a. __ Yes
b. __ No

37. If "no," why do you have or are you working toward a different career or job than the one you were preparing yourself for at UCEC?

If you are working or staying at home:

a. __ I was never able to get the job I was preparing myself for at UCEC
b. __ I didn't like the job I prepared myself for at UCEC, so I quit
c. __ I had difficulties in the job I prepared myself for at UCEC, so I quit
d. __ I found a job I thought I would like better than the one I prepared for at UCEC
e. __ I cannot get any sort of a job because there seem to be "no openings"
f. __ I cannot work because of personal reasons
g. __ Other (please explain)

If you were or are going to college, vocational school, etc.:

a. __ I didn't like studying the career that I was preparing myself for at UCEC, so I changed majors
b. __ I didn't like studying the career that I was preparing myself for at UCEC, so I quit school
c. __ I had to quit school for personal reasons
d. __ I decided I would rather work than go to school
e. __ Other (please explain)

38. Are you satisfied with the career or job you have or are working toward?

a. __ Yes
b. __ No

39. If "no," why not?

a. __ The career or job isn't what I expected it to be
b. __ I don't make enough money
c. __ I don't like the people I work with
d. __ The career or job isn't challenging enough
e. __ The career or job takes up too much of my time
f. __ I don't like studying this career
g. __ Other (please explain)

40. Is there any other career or job that you would <u>rather</u> have or study if you had the opportunity?

a. __ Yes
b. __ No

41. If "yes," what career or job would you rather have or study? (Fill in space with name of career or job.)

42. Why would you prefer this career or job?

a. __ Better pay
b. __ Better hours
c. __ More challenging work
d. __ Nicer people to work with
e. __ More interesting work
f. __ Other (please explain)

43. Do you think you will ever have or study this career or job (the one you named in question 41)?

a. __ Yes
b. __ No

44. If "no," why not?

a. __ It's only a dream I have
b. __ I need more education than I can pay for to get it
c. __ I have no time to get the extra education I need, because I have to work to support myself
d. __ I don't know how to go about getting a career or job like this
e. __ I know I don't have the skill or aptitude for a career or job like this
f. Other (please explain)

ANSWER THE FOLLOWING QUESTIONS ONLY IF YOU ARE WORKING (Otherwise, go to question 58):

45. Is it possible to get a promotion on the job you have?

a. __ Yes
b. __ No

46. Have you had a promotion on your job?

a. __ Yes (specify how many promotions here) _____
b. __ No

47. Do you expect to get a promotion on your job in the near future?

a. __ Yes
b. __ No

48. Have you had a raise in pay on your job?

a. __ Yes
b. __ No

49. Do you expect to get a raise in pay on your job in the near future?

a. __ Yes
b. __ No

50. How long have you worked at your present job?

a. __ Less than one month
b. __ 1-3 months
c. __ 4-6 months
d. __ 7-9 months
e. __ 10-12 months
f. __ 1-1½ years
g. __ 1½-2 years
h. __ More than 2 years
i. __ Other (please specify)

51. Is this the same job you have had since you left UCEC?

a. __ Yes
b. __ No

52. If "no," how many other jobs have you had since you left UCEC?

a. __ One
b. __ Two
c. __ Three
d. __ Four
e. __ More than four (please explain)

53. If you have changed jobs since your first job after graduating from UCEC, what made you change jobs?

a. __ Was offered better pay at another job
b. __ Was offered a more interesting job
c. __ Was tired of my old job, so I quit
d. __ Was fired from my old job
e. __ Personal reasons
f. __ Other (please explain)

54. Are you happy with your present job?

a. __ Yes
b. __ No

55. If "no," are you looking for a new job?

a. __ Yes
b. __ No

56. What kind of a job are you looking for? (Please fill in space with name of job.)

57. What kind of work do you think you will be doing 5 or 10 years from now?

a. _____
(Please fill in space with name of job or career)
b. __ Will not be working
c. __ Other (please explain)
d. __ Don't know

Please go to question 66.

ANSWER THE FOLLOWING ONLY IF YOU ARE ATTENDING COLLEGE, VOCATIONAL SCHOOL, ETC.:

58. Are you satisfied with the college (or vocational or technical school, etc.) you are attending?

a. __ Yes
b. __ No

59. If "no," why not?

a. __ Don't like my subject major
b. __ Don't like the school atmosphere
c. __ Can't get myself motivated to do the work
d. __ Don't find the courses interesting
e. __ Work is too difficult for me to do well
f. __ Don't like the people I'm with
g. __ Other (please explain)

60. Do you plan to continue in college (vocational school, etc.) until you graduate or complete the program successfully?

a. __ Yes
b. __ No

61. Have you changed your major course of study since you started college (vocational school, etc.)?

a. __ Yes
b. __ No

62. How many times have you changed your major course of study?

a. __ One time
b. __ Two times
c. __ More than two times (please specify)

63. How long have you been attending college (or vocational school, etc.)?

a. __ Less than one month
b. __ 1-3 months
c. __ 4-6 months
d. __ 7-9 months
e. __ 10-12 months
f. __ 1-1½ years
g. __ 1½-2 years
h. __ 2-2½ years
i. __ Other (please specify)

64. Do you feel you would have been accepted into college (or vocational school, etc.) without the help of UCEC?

a. __ Yes
b. __ No

65. How are you doing compared to the other students in your college (vocational or technical school, etc.) classes?

a. __ I do better than most other students
b. __ I do about as well as the other students
c. __ I don't do quite as well as most other students
d. __ Other (please explain)

66. Does anyone from UCEC still keep in touch with you to see how you are doing since you left UCEC?

a. __ Yes
b. __ No

67. If "yes," who keeps in touch with you?

a. __ CIP counselor
b. __ CIP teacher
c. __ CIP advisor
d. __ Other CIP person (please specify who)

68. How often have you been contacted since you left UCEC?

a. __ One time
b. __ Two times
c. __ Three times
d. __ Four times
e. __ Other (please specify)

EXHIBIT 7

EMPLOYER QUESTIONNAIRE: GRADUATE INTERN FOLLOW-UP

Richard A. Gibboney Associates, Inc.
8117 Old York Road
Elkins Park, Pa. 19117

EMPLOYER QUESTIONNAIRE: GRADUATE INTERNS - FOLLOW-UP

To be completed by direct supervisor of _____ please.

Name of Supervisor: _____ Date: _____

Job Title: _____

Name of Firm or Company: _____

Address of Firm or Company: _____

Job Title of CIP Graduate Employed: _____

Please answer the following questions as completely as possible. You may check (✓) more than one answer for each question, if you wish.

1. How long has the CIP graduate named above been working for you and/or your company?

   a. __ Less than one month
   b. __ 1-2 months
   c. __ 3-4 months
   d. __ 5-6 months
   e. __ 7-8 months
   f. __ 9-10 months
   g. __ 11-12 months
   h. __ More than one year (please specify)

2. Are you satisfied with his/her attitude toward the job?

   a. __ Yes
   b. __ No

3. If "yes," why are you satisfied?

   a. __ She/he is punctual for work
   b. __ She/he is usually easy to get along with
   c. __ She/he accepts her/his work assignments willingly
   d. __ She/he is neat and clean in her/his appearance
   e. __ She/he is eager to do a "good job"
   f. __ Other (please explain)

4. If "no," why aren't you satisfied?

a. __ He/she is usually late for work
b. __ He/she misses a great deal of work because of "illness"
c. __ He/she does not get along with his/her co-workers
d. __ He/she is never satisfied with work assignments given to him/her
e. __ He/she is sloppy in appearance
f. __ He/she doesn't care whether he/she gets his/her job done well or not
g. __ Other (please explain)

5. Are you satisfied with the way she/he is performing on the job?

a. __ Yes
b. __ No

6. If "yes," why are you satisfied?

a. __ He/she works quickly and efficiently
b. __ He/she is conscientious about the quality of his/her work
c. __ He/she can carry out work assignments without constant supervision
d. __ He/she performs his/her job as well as it can be performed by anyone
e. __ He/she puts in extra time to complete his/her work assignments
f. __ Other (please explain)

7. If "no," why aren't you satisfied?

a. __ She/he works too slowly
b. __ She/he is inefficient
c. __ Her/his work is of poor quality
d. __ She/he needs constant supervision to carry out her/his work assignments
e. __ She/he puts in the least amount of work and time she/he can get away with
f. __ Other (please explain)

8. Has he/she received a raise since he/she began working with you?

a. __ Yes
b. __ No

9. If "no," do you anticipate her/his receiving a raise in the near future?

a. __ Yes
b. __ No

10. Is it possible for him/her to receive a promotion on his/her job?

a. __ Yes
b. __ No

11. Has she/he received a promotion since she/he began working for you and/or your company?

a. __ Yes
b. __ No

12. If "no," do you anticipate his/her receiving a promotion in the near future?

a. __ Yes
b. __ No

13. How would you rate the quality of her/his work in comparison to that of the other people working for you?

a. __ Significantly above average
b. __ Above average
c. __ Average
d. __ Below average
e. __ Significantly below average
f. __ Other (please explain)

14. How well prepared do you think he/she was for the job when he/she was first hired?

a. __ He/she had the academic background, but not the skill necessary for the job
b. __ He/she had the skill, but not the academic background necessary for the job
c. __ He/she had both the skill and the academic background necessary for the job
d. __ He/she had neither the skill nor the academic background necessary for the job, but showed great interest and willingness to learn
e. __ Other (please explain)
f. __ Don't know, wasn't here when he/she was first hired

15. Did she/he come into your (or your company's) employment directly upon graduating from the Urban Career Education Center?

a. __ Yes
b. __ No

16. If "yes," did anyone from the Urban Career Education Center recommend him/her?

a. __ Yes
b. __ No

17. If "yes," who from the Center recommended her/him? (Please fill in space with name of person and position.)

18. If you answered "no" to question 15, where did he/she work before coming into your (or your company's) employment? (Please fill in space with name and address of his/her previous place of employment.)

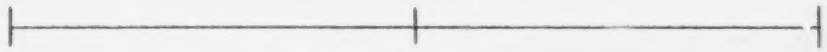
19. Do you enjoy having her/him work for you?

a. __ Yes
b. __ No
c. __ Indifferent

20. Do you plan on keeping him/her employed for a good deal of time to come, barring unforeseen circumstances?

a. __ Yes
b. __ No

21. How would you recommend her/him to future employers? (Place an X on the following line scale to indicate your rating.)



Would highly recommend	Would recommend with some reservations	Would not recommend at all

22. Please make any additional comments which may (1) clarify your earlier responses or (2) supply further information which you think is pertinent.

EXHIBIT 8

FIELD GUIDF FOR ETHNOGRAPHIC EVALUATION

FIELD GUIDE

Interviews with Comparison Group Students

October-November 1975

General Comments

A. Goal of the Interview. There are two reasons for conducting these interviews. (1) To fill in missing data from the first round of interviews, and (2) to get a more in-depth view of their career decision making processes for comparison with the CIP sample.

B. Approaches Refer to the March field guide for CIP intern interviews, if necessary.

INTRODUCTION

A. School Life. These questions are used to begin this interview only because, from experience, we have found that students are much more at ease talking about school in the beginning of the interview. If the interviewer wishes to start with any of the other categories of questions, he/she should feel free to do so.

1. A lot of students have mentioned the "I got mine, you get yours" attitude of teachers. Do you recognize this attitude? What does it mena? Do your teachers exhibit this attitude? How does that attitude in the teacher affect you as a student?

2. (This set of questions is framed to get at how a student assesses his/her own performance in school.) Are you satisfied with how you are doing in school? Could you do better? How could you do better? How do you find out how you are doing in school? How do other sudents in the school affect you as a student? (e.g., If a friend wants you to cut school with him/her and go shopping on the avenue, what would you do? What would your friend think of you if you refuse to go? Would that bother you?

3. (Another area in which we could use some information is what their school day feels like.) Get some students to describe their typical day in school -- what classes they go to, who they talk to, what problems they might encounter, etc.

B. Family Life. We know some basic facts about their families, but we don't have a feel for the affective aspects of family life. These questions, although indirect, should get at that.

1. Who in you family would you say you are closest to? Why? (Kin term)

2. Would you confide in this person you most personal feelings and problems, or would you rather discuss these kinds of things with a friend?

3. Who in your immediate family would you say you are most distant from? Why? (kin term)

4. Is there someone (or more than one) in you family whom you would say influences you, gives you advice? In what ways?

5. How would you compare the amount of time you spend with your family with the amount of time you spend with your friends?

6. What kind of family would you like to have someday? (Ideally)

C. Personality. Again, in some of the interviews from the first round, we don't have a real feel for who they are.

1. (Try asking them to describe themselves to you.) How would you describe yourself to someone you don't know so that they would have a pretty good idea of who you are? Maybe this is someone you would like to get to know.

2. Try to get them to talk about their interests outside of school, how they apend their time after school. The interviewer might ask them to comment on some current event - the mayor campaign, for example.

3. Why do your friends like you?

D. Career Information. The goal of this part of the interview is, like the third round of interviews at CIP, to push the career decision they have made to get at what their thinking is like.

1. The last time you were interviewed, you said you wanted to be a (see summary sheet) . Do you still want to become that?

a. If they have changed their minds, press for their reasons, did they learn something about the career they had decided on before which made them change their mind, or do they seem to have had only a slight committment to previous choice, are they becoming more practical, etc.

2. How did you arrive at your career decision(s)? Who have you talked to, when did you first become interested, what other information have you obtained about your career choice, do you know anyone who is in this career?

3. How much do they know about the career(s) they are interested in? What does a person who is in this career do? How much education does he need? What course of study would one take for this career? How much does someone who is in this career earn? What kinds of responsibilities does the career entail? Etc.

4. What alternative careers have they thought about? Do they really think they can become their first choice, or is that what they say they want to be because they think that is what someone (an interviewer, e.g.) wants to hear? Are they talking about their first choice as an ideal, and an alternative as a more practical choice, and hence, the one they will probably end up pursuing.

5. Pose some obstacles to their pursuit of a career, asking what they would do if they ran up against such obstacles. Look for committment, an understanding of the difficulties in reaching such a goal.

6. Do you feel you will make it at the career you're indicating now? (This question is to get at how confident they are of their own ability to make it at the career they have chosen.)

FIELD GUIDE 3/14/75

Experimental Group
March 1975

General Comments

1. Goal of the interviews: These interviews are designed to elicit intern perceptions of themselves and enable us to assess their attitudes toward school, toward authority, their feelings about themselves, the kinds of student they are and their outside interests. The information and conclusions gleaned from this first fround of interviews will serve as a baseline for judging changes as we conduct future interviews and as Elaine observes the students in their daily activities. (See the attached set of questions taken from the evaluation design for a more detailed description of the questions being addressed.)

2. Purpose of the Guide: The guide is not intended to serve as a questionnaire. While we are seeking answers to some fairly specific questions, the answers we get will only have validity if they come from the interns themselves without prompting or suggestion from us. In light of this, the guide provides a discussion of the general areas interns should be encouraged to talk about and some suggestions as to how to best get them to talk.

How to Get Interns to Talk

While there is no surefire way to make sure interviewees are talking honestly and are not "playing up to" the interviewer, especially when we are working acorss ethnic, class and rank boundaries, adhering to the following simple rules can help.

1. Assure the intern his/her comments will be held in Confidence. That is promise him that teachers and program personnel will never be told what he is revealing. Then be sure the information is kept confidential.

2. Be yourself. If you are not Black or an intern or a teenager don't try to be "hip." You are an evaluator trying to get an idea as to what it is like to be a student in a program. You have never been a student in such a program. You are doing this because it is your job. Level with the intern and let him know this. He already does and your admitting it will affirm his own perceptions and let him deal with you honestly.

3. Don't use jargon. Words like, "perceptions, behavior, attitudes, peers, goals, feel-about-yourself" are all jargon to a high school kid. Avoid them and the dozens of others we use every day in talking about school. More importantly, jargon is not restricted simply to the words we use but to the

way we put them into sentences and constructions. For example, the questions: "Do you feel good about Mr. X?" or "Does Mr. X make you feel important?" are jargonny. On the other hand, "Do you oke Mr. X? Why?" or "Is Mr. X tough? Why?" are not.

4. Encourage the intern to describe concrete, real behaviors--don't be abstract. Don't talk about authority, teachers or other interns. Talk about specific people who you know represent authority, about specific teachers, students, etc. Don't discuss assignments, the kinds of books they read, the kinds of movies they go to or the kinds of friends they have but specific assignments, books, movies, friends, etc.

5. Be careful about making and interpreting reactions to judgments. You can't avoid making judgments about the goodness, rightness or appropriateness of things but you can recognize that your judgments will affect what is said. Furthermore, be aware that you express most of your judgments non verbally--by the way you use your eyes, your frown or smile, your posture, your tone of voice, etc. The intern will be constantly trying to check you out so he will know how to proceed. Knowing when and how to challenge and to encourage are important tools for skillful interviewing. Experiment.

6. Know that there is no "right way" or that none of your mistakes will be fatal. Anything you get will be useful data. However, taking the above precautions will make the job of ferreting it out easier. It will also make the job of convincing others it is valid easier.

Recording your data.

1. Taping. Wherever possible we will tape the interviews. Let it be a help and not a hinderance. Be sure it is ready and watch that the tape doesn't run out without your knowing. The recorder can be scary or distracting to the intern. Talk about the taping. When you are done let him listen to some of it should he wish.

2. Recording without a tape. Its probably a good idea to talk notes as you talk--but only key word notes. Don't try to write anything down verbatum. If you have to choose between missing something and interupting, risk missing something. You will probably be able to reconstruct it afterwards anyway. Don't get so involved in notetaking you fail to pay attention to what he is saying or lose eye contact.

Immediately after the interview, write it up as fully as possible. Include both what he/she says and your questions or reactions. Insofar as possible note shifts in mood, non-verbal reactions to questions, hesitancies, etc. on the part of the intern. All of this will help us interpret the interview.

What to Talk About

We are specifically trying to answer subquestions 2,3,4 and 5 (see attached excerpt from the design) in these interviews. No attempt should be made ot structure the interviews in the ordering suggested by the questions nor even to overtly approach each one separately. In many cases an intern's comments will relate to several or all of the questions. It will be up to the ones doing the analysis to sort the data. Despite this, the following general ordering might serve as both a guide for the purpose of ensuring comparability and as an aid in getting interns to open up.

Step 1: negotiating the relationship. Start out by explaining what you are doing, why and what the data are going to be used for. In some way, either implicitly or explicitly, get the intern to agree to cooperate.

Step 2: Laying the foundation. Ask the intern about easy to answer factual kinds of things. "Where did he go to school? How did he get there that morning? When does he expect to finish? Who is his counselor? What classes has/is he taking? Who are his instructors? What classes did he have the day before? What did he do after class? Etc. Even if you know the answers to these questions it doesn't hurt to ask them, they are easy for him to talk about and he can see the logic of them so you won't have to defend their legitimacy. (Also, at some point, ask "How did you hear about CIP? Why did you come here?")

Step 3: describing phenomena. If you are alert during step 2 you should be able to detect some things he would like to talk about. This may be a class or incident that happened the day before, something he did after class, one of his counselors, one of his instructors or a number of other things. Go back to it and ask him to describe it ("Tell me about it?") Be interested enough so that he knows you are interested and genuinely try to understand what he is describing. Ask for clarification as much as you need. If you are really interested and don't pretend to already know he will feel obligated to explain in detail. Above all, let him decide what is important--you really don't know.

Step 4: getting opinions. Once he has described an incident, a person or a thing get his opinions about it or about aspects of it. Now is the time to ask "Why?". Encourage him, at this stage to compare things, i.e., instructors with each other, classes within the program, CIP stuff with his public school experiences. If possible, challenge his opinions (carefully) and note how he reacts. Does he back-off, recapitulate, get defensive, fight back, etc.

Step 5: recycle. After dealing with one topic, go back to step 2, choose another one and repeat steps 3 and 4. For example, you might say: "A few minutes ago you mentioned an assignment you had to do in Mr. X's class yesterday. Explain it to me." Be sure to apply the procedure at least to the following topics: some other student, a class, an assignment, a non-school activity, an instructor, a counselor, a school incident.

Step 6: closure. Let the intern know he helped, reassure him that you will keep his confidence, assure him that you will talk to him again, invite him to seek you out.

Post Script. Your attitude is the most important factor. Let the intern know you respect him. This should be a genuine interaction between two people. You are not there just to take--give something as well. Be honestly interested, volunteer information about yourself and he will respond in kind.

Field Guide

Comparison Group Interviews #2

School Life

A lot of students have mentioned the "I got mine, you get yours" attitude of teachers. Do you recognize this attitude? What does it mean? Do your teachers exhibit this attitude? How does that attitude in the teacher affect you as a student?

How does the student assess his own performance in school? Are you satisfied with how you are doing in school? Could you do better? How could you do better? How do other students in the school affect you as a student?, e.g. If a friend wants you to cut school with him/her and go shopping on the avenue, what would you do? What would your friend think of you if you refuse to go? Would it bother you?

Another area in which we could use some information is what their school day feels like. You might get some students to describe their typical day in school -- what classes they go to, who they talk to, what probles they might encounter, etc.

Family Life

We know some things about their families, but we don't have a feel for the affective aspects of family life. These questions may get at that, albeit indirectly.
(Get them to give you the kin term)
Who in your family would you say you are closest to? Why?
Would you confide in this person you most personal feelings and problems, or would you rather discuss these kinds of things with a friend?

Who in your immediate family would you say you are most distant from? Why?

Is there someone (or more than one) in your family whom you would say influences you, gives you advice? In what ways?

How would you compare the amount of time you spend with your family with the amount of time you spend with your friends?

What kind of family would you like to have someday? (Ideally)

Personality

Again, in some of these cases we don't have a real feel for who they are.

Try asking them to describe themselves to you -- How would you describe yourself to someone you don't know so that they would have a pretty

good idea of who wou are? Maybe this is someone you would like to get to know.

Try to get them to talk about their interests outside of school, how they spend their time after school, attitudes toward the mayor campaign, anything.

Why do your friends like you?

Career Information

The last time you were interviewed you said you wanted to be a _____. Do you still want to become that?

How did they arrive at their career decision(s)? Who has helped them think about and/or pursue that career? (Counselors at school?)

How much do they know about the career or careers they have indicated an interest in?

What alternative careers have they thought about? Do they really think they can become their first choice, or is that what they say they want to be because they think that is what someone wants to hear?

Realistically, what do they think they will end up presuing. (The idea, as with the third round of interviews at CIP, is to push on this career thing to see what their thinking is like. Pose some obstacles to their pursuit of a career, asking what they would do if they ran up against such obstacles. Look for committment, understanding of the difficulties in reaching such a goal.)

Do they feel they can make it at the career they're indicating?

FIELD GUIDE

Follow-up on Leavers 8-14-75

August, 1975

General Comments

1. Goals of the Interviews We want to find out the extent to which the CIP experience has helped people find and successfully pursue satisfying careers. We would also like to find what other ways the CIP experience has affected their lives.

2. Types of Data Most of our data will consist of subjective perceptions of ex-interns. This will be supplemented by our own asessments and observations, as well as, where possible, the percertions of employers or others who know them.

3. Individual Files A skeletal file has been prepared on each subject containing as much stuff as we have. This includes; results on psychometric tests, notations as to what cohort they were part of, etc. These should be carefully reviewed beforehand and taken to the interviews. They will provide some guidance in steering the conversation.

4. Interviewing Technique Subjects should by encouraged to freely talk on the subjects suggested. The questions should be designed to facilitate this, not to elicit specific, predetermined answers. Subjects should be carefully assured that their answers will be held in confidence and particularly that employers will not be told anything.

Specific Areas to be Investigated

1. How do subjects feel that CIP experiences have affected their lives? (What do they think would have happened to them without it? Are they better off than their non-CIP friends? Did CIP help them get their jobs? Are they happy with CIP's efforts on their behalf?)

2. How do they feel about their jobs? (Get them to describe what they do, the people they work for, the "fairness" of their pay and treatment, their co-workers, is the job secure, does it offer chances for promotion? Are they bored, challanged by it? Is it too hard?, etc. How does it compare with jobs of their friends who never went to CIP?

3. Try to find out, although you can't ask them directly, if they feel that they are in control of their lives? Do they seem to have a realistic view of their jobs and what it holds for them? (You might ask them questions about what they are allowed to do and not allowed to do. What happens if they are late or if they voluntarily do extra work, etc. Do they do these things?)

4. In talking with employers, we want to get their preceptions on about this same set of questions. How does the subject compare with other employees who have not been in CIP. Does the employer feel the CIP experiences have helped, etc.

5. As usual we don't know what really important information we are not asking for. Therefore, it is important to get the subject and the employer to talk. To tell us what they think is important about jobs, people, training, the future, etc.

FIELD GUIDE 6/10/75

Experimental Group II

June 1975

GENERAL COMMENTS

1. Goal of the interviews. There are three types of information we would like to elicit from this round of interviewing: (1) What changes have taken place in interns' thinking or behavior since the previous interviews with respect to the subquestions we are investigating? (2) The follow-up on intriguing leads and/or the filling in of missing data on things brought up earlier. (3) More fully answering the subquestions.

2. Approach. Since ground has already been broken and some rapport has been established with the intern this set of interviews can be more direct and more focused that were the initial ones. Start by refering to the first interview and asking questions about topics brought up in it. (A short summary of each intern has been pulled out of the files and is appended to this guide.)

In virtually every interview we lack information about classroom behavior and self image. These are the two questions that will be the hardest to answer from the interview data. The topics presented in the next section are designed to get at some of this.

THINGS TO TALK ABOUT

A. Specific topics taken up from last interviews. (See appended summaries)

B. General topics.

1. Their involvement in specific program activities. Try to get the intern to describe and discuss some event of current interest now--their involvement in it and feelings about it. (Possibly the termination of some interns, their disposition conference, the visit by Cory Rieder and NIE.) In addition to discovering how they feel about it, find out how they would have reacted to a similar event while still in high school.

2. Awareness of standing in the program. Are they aware of where they stand in the eyes of the program people? Are they passing? Is their attendance up to par? If not why? Do they have problems getting feedback about their performance?

3. Curriculum packets and implementation. Have each intern talk about each of his teachers and the material he uses.

FIELD GUIDE

CONTROL GROUP

May 7, 1975

INTRODUCTION:

The objective of these interviews is to get information bearing upon the rpocesses these subjects went through in making career choices and on how realistic their choices are. Since we don't need general case studies data and since our time is very limited these interviews can be fairly direct and focused.

Following is a list of topics to be discussed with each subject:

1. What are they presently doing? Why? What have they done? (What jobs have they held, have they been in school, etc.) Why did they leave their previous jobs? school?

2. Counseling services: If the subjects are in school ask the questions under section D in the guide to Interviews with the Comparison Group. If they are not in school try putting the questions in the past tense. At any rate, find out what kind of counseling they have sought and have had in helping make career decisions.

3. What are their future plans? Is their present situation seen as a permanent or a "holding action"? How much do they understand about what is involved in reaching their aspirations? What is being done to reach them?

4. What do they understand to be the difference between job and a career? Is this important to them? Do they have a job? Have they started a career? Etc.

5. Who advises them? Who do they talk to about their jobs/ careers? What kind of advice are they getting?

6. How much influence did their school experiences have on their career/job choices? What about their school has helped them? What would they do differently given a new chance now?

7. Some general information about themselves would also be helpful. Were they good students/ How did/do they get along with peers? Are they producing up to their capabilities? Why not? Etc. (Some of this information will supplement and provide a check on the results of the tests they will be or are taking.?

Which does he like or dislike and why?

4. "I got mine!" High school students often feel that teachers have the attitude, "I've got mine, now you get yours." Is this true of CIP teachers and counselors? Why or why not?

5. Career choices. What's the most important thing in getting the job you want? (Discuss this, making it personal to where the intern is.)

A. How Do Students Change as CIP Interns in Ways Not Reflected in Tests or Other Evaluative Approaches?

1. Task Goal. The goal of this task will be to determine how the experience of CIP has changed interns in the following important areas: school behaviors, outside interests, attitudes toward authority, attitudes toward school, and feelings about themselves. An important goal will be to relate specific aspects of the CIP (e.g., the emphasis on individualized attention, specific tutoring, Hands-On experiences, a particular pedagogical technique) to these changes. (Precisely what aspects of the program will bear on specific intern changes cannot be specified in advance. However, one goal of the observations and of the interviews will be to discover what they are and how they have affected intern progress.)

Detailed data will be collected on 16 interns in the program. Twelve will be interns admitted in January 1975; four will be nearing the end of their programs and slated to graduate in June 1975. Through perusing their records, care will be exercised to see that they represent a range of scholastic ability and that they are typical in their backgrounds. The sample will represent both sexes, as well as both dropouts and non-dropouts.

2. Subquestions. The data gathering and analysis will focus specifically on the following questions:

(1) Is the classroom behavior of the interns noticeably different after spending time in CIP? (For example, is there a change in absentee and tardiness rates? Do they ask more questions? Different kinds of questions? Do they appear bored? Interested? Do they take assignments more seriously? Do they bring ideas, problems, and so on to class?)

(2) Are there noticeable changes in interests and activities outside the classroom on the part of interns? (For example, do they read more? Attend and discuss different kinds of movies? Other cultural events? Do they take an interest in political affairs? In community activities? What do they talk about between classes? Do they bring different kinds of problems to counselors?)

(3) Is their attitude toward school changed? (For example, do they see school as being instrumental towards accomplishing personal goals? Do they take assignments seriously?)

(4) Is their attitude toward their peers changed significantly? (For example, do interns who have been in the program for awhile accept responsibility for socializing new interns to the school? Do interns perceive each other as learning resources?)

(5) Do interns give evidence of changing their feelings about themselves? (For example, are they more sure of themselves in new situations? Do they feel important?)

The above subquestions will be used as a technique for structuring this component of the evaluation. The questions in parentheses are simply offered as suggested examples of the kinds of specific behaviors we will be consciously looking at or asking about.

In addressing such questions an attempt will be made to see what unique aspects of CIP may have been a factor. Did, for example, a specific experience with Hands-On stimulate an intern to read up on or research a career? Or, did the particular interest and attention of a counselor contribute to an intern's changed feelings about him/herself?

PRICE WATERHOUSE & COMPANY COST REPORT

Price
Waterhouse & Co.

Thirty South Seventeenth Street
Philadelphia, Pennsylvania 19103
215-665-9500

September 30, 1976

Mr. C. Benjamin Lattimore
Program Manager
Career Intern Program
Opportunities Industrialization
Centers of America, Inc.
100 West Coulter Street
Philadelphia, Pennsylvania 19144

Dear Mr. Lattimore:

In response to the request of Mr. Albert C. Cunningham of the National Institute of Education for certain cost information concerning the Career Intern Program, the following information is provided.

Cost Per Student

Cost per student for the Career Intern Program is $2,483 based on a ten-month school year, or $248 per student month.

Cost per student for Germantown High School is $1,700, also based on a ten-month school year, or $170 per student month.

Exhibits 1, 4, 5, 14, 15 and 16 of our April 1, 1976 Draft For Discussion titled "Cost Comparison of Career Intern Program to Philadelphia School District" contain the detailed cost data, enrollment data, and explanatory footnotes to support these calculations.

Cost Per Graduate

Due to the fact that the average time required for a student to complete the program is eleven months, and the fact that some students drop out of the program before graduation, cost per graduate for the Career Intern Program is higher than the cost per student. Cost per graduate is $3,885, or $353 per graduate month based on the eleven months typically needed for a youth to complete the program.

The attached two exhibits, as well as Exhibits 9 through 13 from our April 1, 1976 Draft For Discussion, contain the supporting data for the cost per graduate calculations.

Cost per graduate data for Germantown High School was not available.

We believe this information will enable the National Instutute of Education to complete its final report. Please contact Donald Rappaport or Jerry Clothier if you have any questions concerning the information provided.

The accompanying exhibits to this letter and the exhibits contained in our April 1, 1976 Draft For Discussion totled "Cost Comparison of Career Intern Program to Philadelphia School District" were not audited by us and accordingly we do not express an opinion thereon.

Yours very truly,

PRICE WATERHOUSE & CO.

Attachments

Exhibit

CAREER INTERN PROGRAM

NET CURRENT EXPENDITURES PER GRADUATE FOR THE PERIOD MARCH 1, 1975 TO FEBRUARY 29, 1976 (UNAUDITED)

Net current expenditures[1]	$524,484
Equivalent number of graduates[2]	÷ 135
Net current expenditures per equivalent number of graduates	$ 3,885
Number of school months during period[3]	11
Net current expenditures per graduate month	$ 353

(1) Net current expenditures include all expenditures for operations except expenditures for consultants ($317), travel ($6,919), and rent ($144,225).

(2) Equivalent number of graduates was computed based on the percent of time graduates spent in the program during the period 3/1/75 to 2/29/76 (see Exhibit 2 for detailed calculation).

(3) School was conducted from March 1975 through July 1975, and September 1975 through February 1976.

Exhibit

CAREER INTERN PROGRAM

EQUIVALENT NUMBER OF GRADUATES

DURING THE PERIOD MARCH 1, 1975 TO FEBRUARY 29, 1976
(UNAUDITED)

(1)	(2)	(3)	(2)X(3)
Graduation Date	Number of Graduates	Percent of Time Graduates Spent in Program Between 3/1/75 and 2/29/76	Equivalent Number of Graduates
July 1975	36	50%	18
Feb. 1976	42	100%	42
	48 *	50%	24
	90		
July 1976	31 *	100%	31
	39	50%	20
	70		135

*Entered program July 1975.

COST COMPARISON OF CAREER INTERN PROGRAM TO PHILADELPHIA SCHOOL DISTRICT

TABLE OF CONTENTS

SECTION		PAGE
I.	INTRODUCTION	171
	PURPOSE OF REPORT	171
	JUSTIFICATION FOR SELECTION OF GERMANTOWN HIGH SCHOOL	171
	HOW INFORMATION WAS OBTAINED	171
	METHODOLOGY USED	172
	COST COMPARISON CONSIDERATIONS	172
II.	COMPARISON OF CAREER INTERN PROGRAM TO GERMANTOWN HIGH SCHOOL	174
III.	COST INFORMATION OBTAINED FOR THE CAREER INTERN PROGRAM	179
IV.	COST INFORMATION OBTAINED FOR GERMANTOWN HIGH SCHOOL	190

I. INTRODUCTION

PURPOSE OF REPORT

The purpose of this report is to compare the cost of the Career Intern Program (CIP) to the costs of a high school program within the School District of Philadelphia. The report is directed to school superintendents or other personnel interested in adopting the CIP to provide them with comparative cost information about the CIP and a high school program within a large city school district.

Obviously, cost of resources is but one element entering into the decision to adopt the CIP. Effective use of resources (i.e. results) is another. And it is the relationship between these two elements that is the beginning of a systematic decision-making process.

JUSTIFICATION FOR SELECTION OF GERMANTOWN HIGH SCHOOL (GHS)

We selected GHS for comparison purposes because it was the public high school program within the School District of Philadelphia that was available to most CIP students. The selection of GHS is further supported by the following facts:

1. GHS is the primary feeder school for the CIP.
2. GHS Is located within close physical proximity to the CIP facilities.

HOW INFORMATION WAS OBTAINED

Cost information for the CIP was obtained directly from the CIP expenditure ledgers and the program attendance records. The expenditure ledgers were the formal accounting records used to record all expenditures for the CIP. Further information regarding the procedures used to code, collect, and record CIP expenditures can be found in the CIP Cost Collection and Management Reporting System Procedures Manual. This manual can be obtained from Mr. C. Benjamin Lattimore, CIP Manager, Opportunities Industrialization Centers of America. Student enrollment and attendance information was obtained from the program attendance records.

Cost information for GHS was obtained directly from the Office of Budget of the School District of Philadelphia. Exhibits summarizing the information obtained for GHS are found in Section IV of our report.

METHODOLOGY USED

We used the following methodology for comparing costs of the CIP to GHS:

1. Determined net current expenditures per student for the CIP for the period 3/1/75 to 2/29/76. The period 31/1/75 to 2/29/76 was used because:

   a. Effective 3/1/75, the CIP entered its stabilized mode, the period after which all major changes to program content and staffing levels had been completed.

   b. Actual data was available.

2. Determined net current expenditures for GHS for the most recently completed school year; in this case, the 74/75 school year.

3. Prepared a comparison of the net current expendtirues per student for the two programs with appropriate footnotes to explain the data.

COST COMPARISON CONSIDERATIONS

The cost information presented herein should be used to determine the potential costs that a school district might incur in adopting a program such as the CIP. The actual costs that a particular school district will incur will vary according to a number of factors such as the size of the school district adopting the program, and the extent to which existing school district resources can provide the resources needed for the CIP

Two factors that a school superintendent should consider when comparing the costs of the CIP to other programs are:

1. Excent to which additional expenditures will be incurred.

A school superintendent must distinguish between those expenditures of the CIP wich represent added expenditures that a

particular school system would have to incur to adopt the program, and those expenditures of the CIP which do not represent aditional expenditures to a particular school system. For example, an existing school system has an administrative organization in place and may be able to absorb all or part of the administrative requirements of the CIP and its related expenditures within the existing organization.

2. Extent to which expenditures of CIP will reduce expenditures for existing programs.

The factor to consider here is the extent to which expenditures for other programs or activities will be eliminated or reduced as a result of adopting the CIP. For example, the CIP would replace or reduce requirements for other special education and vocational programs or activities being conducted by a school district and, therefore, reduce expenditures.

II. COMPARISON OF CAREER INTERN PROGRAM TO GERMANTOWN HIGH SCHOOL

This section of our report contains a comparison of the essential cost information for the CIP and GHS. Exhibit 1 compares net current expenditures per student based on the weighted number of students enrolled. Exhibit 2 compares net current expenditures per student based on attendance. Exhibit 3 compares selected key operating statistics.

COMPARISON OF NET CURRENT EXPENDITURES PER WEIGHTED NUMBER OF STUDENTS ENROLLED

(Unaudited)

	Career Intern Program[1]	Germantown High School[2]
Net current expenditures	$524,484[3]	$5,197,332[4]
Number of school months during period[5]	÷ 11	10
Net current expenditures per school month	47,680	519,733
Number of school months in standard school year	X 10	10
Net current expenditures using 10-month school year	476,800	5,197,333
Weighted number of students on membership roll during period	÷ 192[6]	3,058[7]
Net current expenditures per weighted number of students enrolled based on 10-month school year	$ 2,483	$ 1,700

[1] Data presented for CIP is for the period 3/1/75-2/29/76, the period CIP was in its stabilized mode (oincluding 1 month of vacation).

[2] Data presented for GHS is for the 74/75 school year, the period 7/1/74 to 6/30/75. The Office of Budget of the School District of Philadelphia projects that commitments for the 75/76 school year will increase by approximately 10%.

[3] Net current expenditures for CIP include all expenditures for operations (Exhibit 4) except expenditures for consultants ($317), travel ($6,919), and rent ($144,225).

[4] Net current expenditures for GHS were computed as follows:

Commitments for the 74/75 school year (Exhibit 14)	$4,249,073
Less: Commitments for plant operations and maintenance*	(325,277)
Plus: Administrative expenditures (Exhibit 15)	1,273,536
Total	$5,197,332

*Expenditures for plant operations and maintenance are reflected in administrative expenditures (Exhibit 15).

COMPARISON OF NET CURRENT EXPENDITURES
PER WEIGHTED NUMBER OF STUDENTS ENROLLED
(Unaudited)

(5) The number of school days conducted by the CIP during the period 3/1/75 to 2/29/76 was 206. The number of school days conducted by the School District Of Philadelphia and GHS for this period was 187. The difference of approximately 20 days is due to the factthat the CIP conducts school during July, while the school District of Philadelphia does not.

(6) The weighted number of students enrolled for the CIP was computed by dividing the cumulative daily enrollment for the period by the cumulative number of school days during the period (Exhibit 5).

(7) The weighted number of students enrolled for GHS was computed by dividing the weighted average enrollment for the period by the number of school days during the period (Exhibit 16).

Exhibit 2

COMPARISON OF NET CURRENT EXPENDITURES PER WEIGHTED NUMBER OF STUDENTS IN ATTENDANCE(1)

	Career Intern Program	Germantown High School
Net current expenditures	$524,484	$5,197,332
Number of school months during period	÷ 11	10
Net current expenditures per school month	47,680	519,733
Number of school months in standard school year	X 10	10
Net current expenditures using 10-month school year	476,800	5,197,333
Weighted number of students in attendance during period	÷ 128(2)	2,264(3)
Net current expenditures per weighted number of students in attendance based on 10-month school year	$ 3,725	$ 2,296

(1) The purpose of this exhibit is to illustrate the effect of using attendance data instead of enrollment data for computing net current expenditures per student. Through "net current expenditures using 10-month school year" the information contained on this exhibit is exactly the same as the information contained on Exhibit 1.

(2) Weighted number of students in attendance for the CIP was computed by dividing the cumulative daily attendance for the period by the cumulative number of school days for the period (Exhibit 6).

(3) Weighted number of students in attendance for GHS was computed by dividing the weighted average attendance for the period by the number of school days during the period (Exhibit 17).

Exhibit 3

COMPARISON OF KEY OPERATING STATISTICS

(Unaudited)

Statistic	Career Intern Program	Germantown High School
Pupil/Professional ratios		
Pupil/teacher ratio[1]	24	24
Pupil/non-teaching professional ratio[2]	8	53
Administrative expenditures per student[3]	$1,031	$416
Average attendance rate[4]	66%	74%

[1] Computed based on weighted enrollments from Exhibit 1 and the number of teachers for the CIP and GHS from Exhibits 7 and 8
CIP=Weighted Enrollments/Instructors
GHS=Weighted Enrollments/Teachers

[2] Computed based on weighted enrollments and, except as noted on Exhibit 7 (footnote #3) the total number of personnel (exclusive of teachers) from Exhibits 7 and 18
CIP-Weighted Enrollments/Total staff minus School District Liaison minus Accountant minus Personnel Technician minus Custodians
GHS=Weighted Enrollments/Total Staff minus Teachers

[3] Computed based on weighted enrollments and administrative expenditures for the CIP and GHS (Exhibits 4 and 5)
CIP=Administration minus Rent minus Travel/Weighted Enrollments
GHS=Administrative Expenditures for GHS/Weighted Enrollments

[4] Computed based on attendance data from Exhibits 6 and 19 Total Attendance Rate for Month/Months of Attendance

Exhibit 4

CAREER INTERN PROGRAM

EXPENDITURES FOR OPERATIONS BY DEPARTMENT AND OBJECT CLASS

FOR THE PERIOD MARCH 1, 1975 TO FEBRUARY 29, 1976

(Unaudited)

Department / Object Class	Management	Career	Instruction	Counseling	Administration	Total
Personnel	$ 7,525	$68,538	$146,528	$82,138	$163,521	$425,250
Consultants	317					317
Travel	3,355	953	110	604	1,897	6,919
Supplies	441		887	67	5,652	7,047
Communication	1,677				11,382	13,059
Services	331			334	7,176	7,841
Equipment	177				7,534	7,711
Training	120	14,309			1,854	16,283
Rent	3,825				140,400	144,225
Other	651		2,330	510	802	4,293
Total	18,419	$83,800	$149,855	$83,653	$340,218	$675.945

III. COST INFORMATION OBTAINED FOR THE CAREER INTERN PROGRAM

The following cost information was obtained for the Career Intern Program:

Exhibit 4 - Expenditures for Operations by Department and Object Class

Exhibit 5 - Weighted Number of Students Enrolled

Exhibit 6 - Weighted Number of Students in Attendance

Exhibit 7 - Number of Personnel by Position

Exhibit 8 - Net Current Expenditures Per Student Based on Time Required to Complete Program

Exhibit 9 - Number of School Months Required to Complete Program for Interns Enrolled During the Period 3/1/75 to 2/29/76

Exhibit 10 - Number of School Months Required for July 1975 Graduates to Complete Program

Exhibit 11 - Number of School Months Required for February 1976 Graduates to Complete Program

Exhibit 12 - Number of School Months Required for July 1976 Graduates to Complete Program

Exhibit 13 - Distribution of Time Required to Complete Program for Interns Enrolled During the Period 3/1/75 to 2/29/76

Exhibit 5

CAREER INTERN PROGRAM

WEIGHTED NUMBER OF STUDENTS ENROLLED
FOR THE PERIOD MARCH 1, 1975 TO FEBRUARY 29, 1976
(Unaudited)

Month	Number of School Days For Month	Cumulative Daily Enrollment For Month
March 1975	15	3,179
April	22	4,414
May	21	3,694
June	21	3,522
July	13	2,119
August[1]		
September	20	4,680
October	22	4,884
November	18	3,717
December	17	3,188
January 1976	19	3,439
February	18	2,768
Totals	206	39,604
Number of school days during period		÷ 206
Weighted number of students enrolled during period enro		192

(1) School not in session.

Exhibit 6

CAREER INTERN PROGRAM

WEIGHTED NUMBER OF STUDENTS IN ATTENDANCE FOR THE PERIOD

MARCH 1, 1976 TO FEBRUARY 29, 1976

(Unaudited)

Month	Cumulative Daily Enrollment For Month	X	Attendance Rate For Month	=	Cumulative Daily Attendance For Month
March 1975	3,179		58%		1,844
April	4,414		63%		2,781
May	3,694		66%		2,438
June	3,522		60%		2,113
July	2,119		59%		1,250
August(1)					
September	4,680		77%		3,604
October	4,884		72%		3,516
November	3,717		64%		2,379
December	3,188		68%		2,168
January 1976	3,439		66%		2,270
February	2,768		74%		2,048
Total			727		26,411
Number of school days during period					÷ 206
Weighted number of students in attendance for period					128

(1) School not in session.

Exhibit 7

CAREER INTERN PROGRAM

NUMBER OF PERSONNEL BY POSITION
FOR THE PERIOD MARCH 1, 1975 TO FEBRUARY 29, 1976
(Unaudited)

Department and Position	Number
Career	
Supervisor (1)	1/2
Job Developer	3
Secretary	1
Instruction	
Supervisor	1
Instructors (Teachers)	8
Associate Professional (2)	1/2
Secretary	1
Counseling	
Supervisor	1/2
Counselor	4
Associate Professional	1
Secretary	1
Administration	
Program Coordinator (Principal)	1
School District Liaison (3)	1
Administrative Assistant	1
Associate Professional	4
Accountant (3)	1
Personnel Technician (3)	1
Clerk/Typist	3
Secretarial	2-1/2
Custodian (3)	3
Total	39

(1) Position of Supervisor for the Career and Counseling Departments is filled by one individual.

(2) One individual fills a dual role of an Associate Professional (teaches typing) and a secretary.

(3) Personnel filling these positions were not included in computation of pupil/non-teaching professional ratio.

Exhibit 8

CAREER INTERN PROGRAM

NET CURRENT EXPENDITURES PER STUDENT BASED ON TIME REQUIRED TO COMPLETE THE PROGRAM

	Time Required to Complete Program[1]			
	6 Months	11 Months	17 Months	11.3 Months
Net current expenditures[2]	$524,484	$524,484	$424,484	$524,484
Number of school months during period	÷ 11	11	11	11
Net current expenditures per school month	47,680	47,680	47,680	47,680
Number of school months required to complete program	X 6	11	17	11.3
Net current expenditures based on number of school months required to complete program	286,080	524,480	810,560	538,784
Weighted number of students[3]	÷ 200	200	200	200
Net current expenditures per student based on number of school months required to complete program	$ 1,430	$ 2,622	$ 4,053	$ 2,693

(1) The time required to complete the program varied by intern from a minimum of 6 months to a maximum of 28 months. The average number of months required to complete the program was 11.3 (Exhibit 9). The distribution of the time required for interns enrolled in the program during the period 3/1/75 to 2/29/76 to complete the program is contained in Exhibit 13. This distribution indicates that interns complete the program in a period of 6 to 17 months but that a significant number of interns also complete the program in 6 months and in 17 months.

(2) Net current expenditures for CIP include all expenditures for operations for the period 3/1/75-2/29/76 (Exhibit 4) except expenditures for consultants, travel, and rent.

(3) Weighted number of students was held constant at 200 in order to illustrate impact of varying period required to complete program on net current expenditures per student.

Exhibit 9

CAREER INTERN PROGRAM

NUMBER OF SCHOOL MONTHS REQUIRED TO COMPLETE PROGRAM PER INTERN ENROLLED DURING THE PERIOD 3/1/75 TO 2/29/76

Cohort	Recruitment Date	Graduation Date[1]	Number of Graduates	X	Number of Months in Program	=	Weighted Number of Months
E1	9/73	2/76	2		28		56
E1	9/73	7/75	1				
E2	2/74	2/76	2	6	22		132
E3	9/74	7/76	3				
E2	2/74	7/75	4				
E3	9/74	2/76	6				
E4	2/75	7/76	22	38	17		646
A4	2/75	7/76	6				
E3	9/74	7/75	24				
E4	2/75	2/76	27	95	11		1,045
A4	1/75	2/76	5				
A5	9/75	7/76	39				
E4	2/75	7/75	6				
A4	2/75	7/75	1	55	6		330
A5	9/75	2/76	48				
Totals			196				2,209
Number of Graduates							÷ 196
Average Number of School Months in Program Per Graduate							11.3 months

[1] Exhibits 10 through 12 contain summaries of the time required to complete the program by graduating class for the 9/75, 2/76, and 7/76 (projected data) graduating classes.

Exhibit 10

CAREER INTERN PROGRAM

NUMBER OF SCHOOL MONTHS REQUIRED FOR JULY 1975 GRADUATES TO COMPLETE PROGRAM

Cohort	Recruitment Date	Number of Graduates	X	Number of Months in Program	=	Weighted Number of Months
E1	9/73	1		22		22
E2	2/74	4		17		68
E3	9/74	24		11		264
E4	2/75	6		6		36
A4	2/75	1		6		6
Totals		36				396
Number of Graduates						-36
Average Number of School Months in Program Per Graduate						11.0 Months

Exhibit 11

CAREER INTERN PROGRAM

NUMBER OF SCHOOL MONTHS REQUIRED FOR FEBRUARY 1976 GRADUATES TO COMPLETE PROGRAM

Cohort	Recruitment Date	Number of Graduates	X	Number of Months in Program	=	Weighted Number of Months
E1	9/73	2		28		56
E2	2/74	2		22		44
E3	9/74	6		17		102
E4	2/75	27		11		297
A4	2/75	5		11		55
A5	9/75	48		6		288
Totals		90				842
Number of Graduates						÷90
Average Number of School Months in Program Per Graduate						9.4 months

Exhibit 12

CAREER INTERN PROGRAM

NUMBER OF SCHOOL MONTHS REQUIRED FOR JULY 1976 GRADUATES TO COMPLETE PROGRAM

Cohort	Recruitment Date	Number of[1] Graduates	X	Number of Months in Program	=	Weighted Number of Months
E1	9/73	None		N/A		0
E2	2/74	None		N/A		0
E3	9/74	3		22		66
E4	2/75	22		17		374
A4	2/75	6		17		102
A5	9/75	39		11		429
Totals		70				971
Number of Graduates						÷70
Average Number of School Months in Program per Graduate						13.9 months

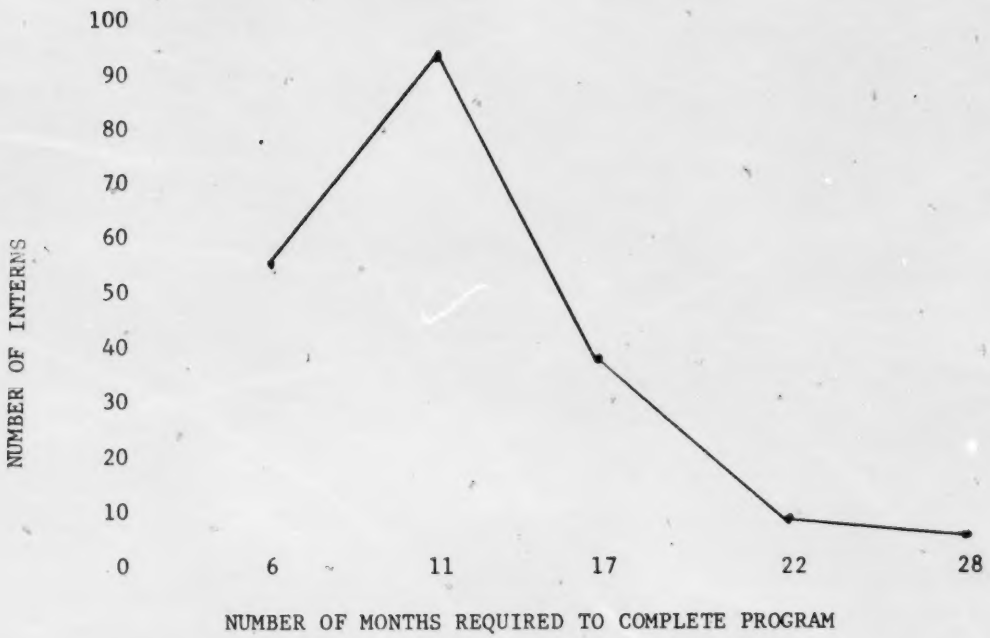
(1) Numbers indicated in this column are the projected number of July 1976 graduates for each cohort of students as provided by the program coordinator.

Exhibit 13

CAREER INTERN PROGRAM

DISTRIBUTION OF TIME REQUIRED TO COMPLETE PROGRAM

FOR INTERNS ENROLLED DURING THE PERIOD 3/1/75 to 2/29/76



IV. COST INFORMATION OBTAINED FOR GERMANTOWN HIGH SCHOOL

The following cost information was obtained for Germantown High School:

Exhibit 14 - Commitments for the 1974/1975 School Year

Exhibit 15 - Administrative Expenditures for the 1974/1975 School Year

Exhibit 16 - Weighted Number of Students Enrolled for the 1974/1975 School Year

Exhibit 17 - Weighted Number of Students in Attendance for the 1974/1975 School Year

Exhibit 18 - Number of Personnel by Position Allocated to GHS for the 1974/1975 School Year

GERMANTOWN HIGH SCHOOL

COMMITMENTS FOR THE 1974/1975 SCHOOL YEAR[1]

(Unaudited)

Object Class	Commitments
Personal Services	$3,264,747
Contracted Services Supplies Books Equipment	528,453
Employee Benefits	447,467
Other	8,406
Total	$4,249,073

(1) Commitments represent funds committed for all programs and activities conducted at Germantown High School during the 74/75 school year.

Exhibit 15

GERMANTOWN HIGH SCHOOL
ADMINISTRATIVE EXPENDITURES[1] FOR THE 1974/1975 SCHOOL YEAR

(Unaudited)

Field Operations		
Community Education	$2,135,242	
Fields Operations-Central Services	3,832,016	
Cafeteria Subsidy	5,222,044	$ 11,189,302
School Services		
Health Services	7,375,308	
Research and Education	1,257,872	
Pupil Personnel and Counseling	3,861,804	
Instructional Systems	712,942	
School Services Management	846,883	14,054,809
Career Education		1,067,284
Curriculum and Instruction		6,497,420
Plant Operations and Maintenance		56,117,019
Administrative Services		
Finance	1,767,231	
Business Operations	2,848,066	
Data Processing	1,961,490	
Managing Director	754,568	7,331,355
Superintendent		
Personnel	2,229,668	
School District Management	1,587,300	8,816,968
Municipal Services		4,070,775
Insurance		1,130,000
Other Services		592,810
Total Administrative Expenditures for School District of Philadelphia		105,867,742
Pupil Enrollment for School District of Philadelphia		÷ 267,525
Administrative Expenditures Per Pupil		396
Pupil Enrollment for GHS[2]		X 3,216
Administrative Expenditures for GHS		$ 1,273,536

(1) Includes all budget administrative expenditures except budgeted expenditures for transportation ($9,845,664), debt service ($54,359,980), and capital planning for school facilities ($4,441,481).

(2) Average enrollment for November 1974.

Exhibit 16

GERMANTOWN HIGH SCHOOL

WEIGHTED NUMBER OF STUDENTS ENROLLED
FOR THE 1974/1975 SCHOOL YEAR
(Unaudited)

Month and Year	Average Enrollment	X	Number of School Days	=	Weighted Average Enrollment
September 1974	3,409		15		51,135
October	3,375		22		74,250
November	3,216		18		57,888
December	3,139		15		47,085
January 1975	3,077		21		64,617
February	3,005		19		57,095
March	2,962		16		47,392
April	2,890		22		63,580
May	2,822		21		59,262
June	2,754		18		49,572
Totals			187		571,876
Number of school days during period					÷ 187
Weighted number of students enrolled for period					3,058

GERMANTOWN HIGH SCHOOL

WEIGHTED NUMBER OF STUDENTS IN ATTENDANCE

FOR THE 1974/1975 SCHOOL YEAR

(Unaudited)

Month and Year	Average Enrollment	X	Number of School Days	=	Weighted Average Enrollment
September 1974	2,422		15		36,330
October	2,420		22		53,240
November	2,365		18		42,570
December	2,286		15		34,290
January 1975	2,203		21		46,263
February	2,308		19		43,852
March	2,143		16		34,288
April	2,256		22		49,632
May	2,163		21		45,423
June	2,087		18		37,566
Totals			187		423,454
Number of school during period					÷ 187
Weighted number of students in attendance during period					2,264

Exhibit 18

GERMANTOWN HIGH SCHOOL

NUMBER OF PERSONNEL BY POSITION
ALLOCATED TO GHS FOR THE 1974/1975 SCHOOL YEAR
(Unaudited)

Position	Number
Principal	1
Vice Principals	3
Department Heads	8
Librarian	1
Counselors	8
Teachers	130
Counselor Aide	1
Driver Education Aide	1
Instructional Materials Assistant	1
Non-Teaching Assistants	13
School Aides	3
Science Lab Assistant	1
Secretaries	9
Special Education	
Teachers	6
Counselor	1
Job Coordinator	1
Total	188

Exhibit 19

GERMANTOWN HIGH SCHOOL

MONTHLY ATTENDANCE RATES

FOR THE 1974/1975 SCHOOL YEAR

(Unaudited)

Month and Year	Average Attendance	Average Enrollment	Attendance Rate For Month
September 1974	2,422	3,409	71
October	2,420	3,375	72
November	2,365	3,216	74
December	2,286	3,139	73
January 1975	2,203	3,077	72
February	2,308	3,005	77
March	2,143	2,962	72
April	2,256	2,890	78
May	2,163	2,822	77
June	2,087	2,754	76
Total			742